

Rhode Island Family Survey on Child Care Experiences



Executive Summary

In collaboration with the biannual Rhode Island Health Insurance Survey, the Child Care Survey collected information about 539 children from 503 families aged 5 or under who were not yet enrolled in kindergarten. The purpose of the Child Care Survey is to gather information about families' perspectives on child care. In addition, the Early Childhood State Team sought to learn more about access to care for children with disabilities and/or special medical needs and children involved in the child welfare system. Information from this survey will assist early childhood agencies, providers, advocates, stakeholders, and families in guiding future activities and monitoring progress.

This project was a joint effort by cross-agency staff who support early childhood programming, including the Governor's Office, the Executive Office of Health and Human Services, the Department of Children, Youth, and Families, the Department of Human Services, the Department of Health, and the Rhode Island Department of Education. This report refers to this group as the "Early Childhood State Team."

KEY FINDINGS OF THE SURVEY

This survey focuses on children who participate in child care for more than 8 hours per week.

- ◆ Most of the children in the survey (64%) reported using child care services for 8 or more hours per week.
- ◆ Most children in care for more than 8 hours per week (55%) attend a licensed child care center, preschool, or Head Start Program.
- ◆ Of the group in care for 8 or more hours a week, 18% participated in Early Intervention; 15% reported participation in the Rhode Island Pre-Kindergarten program, and 10% reported participation in Head Start. Other services included the Child Care Assistance Program (CCAP) (8%), Early Head Start (6%), Family Home Visiting (6%), and Early Childhood Special Education (5%).
- ◆ Of those who reported a weekly cost of child care, the majority (57%) reported paying more than \$200 per week, which is more than \$10,400 per year. Given that the median income in RI is \$70,305, many families are paying 14% or more of their income for child care, which is above the federally recognized 7% affordability metric.

- ◆ Families reported difficulties with finding child care that affected their ability to work or attend school.
 - 45% of all families reported that finding or paying for child care has at some point prevented adults from working or attending school.
 - 25% of all families reported having left the workforce at some point because of difficulty finding or paying for child care.
 - 37% of families across Rhode Island reported a barrier in accessing care. These barriers were more pronounced for families living in the Urban Core, with 42% reporting barriers.
 - Compared to all survey participants, those with children in care for 8 or more hours per week reported similar rates of encountering barriers to care (36% for all survey participants compared to 37% for children in care for more than 8 hours per week).
- ◆ While many families had good experiences with child care, they also offered feedback on their current child care arrangements.
 - The top three most frequently desired changes to current child care arrangements, other than costs, include “different hours,” “better quality care,” and a “different setting.”
 - The most frequently desired change to current child care arrangements, reported by 25% of participants, was “different hours,” including extended early and late access to care.
- ◆ Participants identified multiple characteristics of quality early learning programs. The most frequently reported included programs that have a clear curriculum and assess children’s learning (noted by 75% of participants), continues to evaluate their own quality and seeks to improve (65%), prioritizes health and safety (noted by 64% of participants), meaningfully engages families (noted by 61% of participants) and small class sizes (noted by 58% of participants). Other characteristics included prioritizing children with disabilities (48% of participants), program staff with bachelor’s degrees (37% of participants) and a high BrightStars rating (36%).

PRIORITY POPULATIONS

- ◆ Children with Disabilities and/or Special Medical Needs: Survey participants identified 65 out of the 539 children in the survey as having special developmental or medical needs, or about 12% of the total. Of these 65 Children with Disabilities and/or Special Medical Needs, 40 (62%) participate in a regular care arrangement for 8 or more hours per week.
 - Families of Children with Disabilities and/or Special Medical Needs reported overall satisfaction with child care arrangements in the same proportion as all other children in the survey (90% for Children with Disabilities and/or Special Medical Needs compared to 91% for all other children).

- Similar to the experience of all other participants, the majority (90%) of families with Children with Disabilities and/or Special Medical Needs were satisfied with the number of child care hours per week and the number of days per week.
 - Over half (60%) of families of Children with Disabilities and/or Special Medical Needs reported challenges in finding and using child care, compared to 35% of other families reporting challenges.
 - Compared to all other families, a greater proportion of families of Children with Disabilities and/or Special Medical Needs would like a more convenient location (38% for Children with Disabilities and/or Special Medical Needs, 20% for all other children), and finding affordable care (33% for Children with Disabilities and/or Special Medical Needs, 16% for all other children).
 - Compared to all other families, more families of Children with Disabilities and/or Special Medical Needs experienced cost or other barriers to care (e.g., location, availability, specific hours and days) (60% for Children with Disabilities and/or Special Medical Needs, 35% for all other children)
 - Half of families of Children with Disabilities and/or Special Medical Needs reported difficulty finding care, compared to less than one-third of all other families.
- ◆ Children with involvement in the child welfare system: Survey participants reported a total of 30 children with involvement in the child welfare system, of whom 19 participated in care for more than 8 hours per week. The small number of responses limits the amount of detailed information that can be reported.
 - ◆ Exclusionary Discipline: Of the 346 children in care for more than 8 hours per week, 24 (7%) reported ever being asked to “take a break” and leave care temporarily or permanently. Children may be asked to leave care for any number of reasons, including challenging behaviors or unpaid bills from families. The small number of responses limits the amount of detailed information that can be reported.

The Appendix to this report includes tables and the survey questionnaire for reference.

ACKNOWLEDGMENTS

The Early Childhood State Team is grateful for the input and advice shared with us by our partners in the early childhood community.

Representatives throughout State government provided input on this report including the RI Department of Children, Youth, and Families, the RI Department of Education, the RI Executive Office of Health and Human Services, the RI Department of Health, and the RI Department of Human Services.

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Table of Contents

- I. Project Overview /Purpose of the Survey **6**
- II. Description of the Survey **7**
- III. Children and Households in the Survey **12**
- IV. Participation in Child Care Services for More than 8 Hours per Week . . . **17**
- V. Child Care for Children with Disabilities and/or Special Medical Needs. . **39**
- VI. Children involved in the Child Welfare System. **46**
- VII. Children Asked to Leave Care **47**

APPENDICES

- A Data Tables **48**
- B Survey Questionnaire. **72**
- Glossary **80**

I. Project Overview / Purpose of the Survey

This project is a joint effort by cross-agency staff who support early childhood programming, including the Governor’s Office, the Executive Office of Health and Human Services, the Department of Children, Youth, and Families, the Department of Human Services, the Department of Health, and the Rhode Island Department of Education, referred to in this report as the “Early Childhood State Team.”

Building on a history of collaboration and focus on services and supports provided from birth to age five, RI was awarded the initial federal Preschool Development Grant Birth through 5 (PDG) in 2019.ⁱ PDG supported the development of a comprehensive needs assessment and development of an early childhood care and education (ECCE) strategic plan, which focus on increasing awareness of available services, supporting providers, expanding successful programs, and conducting ongoing evaluation.ⁱⁱ The initial grant included funding for a population survey of early childhood programming access in RI. The prior survey helped assess the availability of care and program participation among a representative sample of families.ⁱⁱⁱ

The three-year PDG renewal grant^{iv} awarded in 2020 supported the implementation of the State’s ECCE Strategic Plan. As part of the renewal PDG process, RI prioritized investing in an updated survey to provide new, useful information about families’ perspectives on child care, with a focus on qualitative feedback to understand family demand. To maximize the reach of the survey, the Early Childhood State Team worked with the state-sponsored Rhode Island Health Insurance Survey to conduct the Child Care Survey. In addition, the Early Childhood State Team sought to learn more about access to care for children with disabilities and/or special medical needs and children involved in the child welfare system. This information will assist the Early Childhood State Team and early childhood stakeholders to plan effective future activities, monitor progress, and focus on system design that is grounded in families’ self-defined needs.

II. Description of the Survey

INTRODUCTION

The study was conducted by Market Decisions Research, a company with extensive experience in public health surveys and other government and non-profit survey methods. This company has run the state-sponsored Rhode Island Health Insurance Survey (HIS) since 2012.

SAMPLING PLAN

Questions for the Child Care Survey were included in the state's Health Information Survey. The Child Care survey sought to gather data for at least 300 young children aged 5 or under who were not yet enrolled in kindergarten. Census data reports that less than 5% of Rhode Island households have young children. Recognizing this, the survey made additional efforts to identify households with young children using special search criteria. In survey methodology terms, this means that a separate sample was drawn to try to find more households with pre-school age children. The survey used a combination of techniques to build the sample, including targeting households known to include children and collecting information about every member of the household during the call.

To further expand the reach of the survey, the plan also included an online version of the survey with basic demographic and child care questions on the Market Decisions Survey Group (MDSG) platform. The online survey invited Rhode Island residents who previously reported having young children in the household.

PRE-SURVEY NOTICES

Survey companies share that people are more willing and interested in participating in public sector surveys when they have advance notice about who will be calling and how the information will be used. Market Decisions sent letters to potential participants throughout the data collection period. The letter provided basic information about the survey; a telephone number to contact for more information; and a web address where participants could learn about the survey, verify its legitimacy, sign up to participate or request to remove their number from the calling list. Market Decisions sent a letter to more than 75,450 Rhode Island households. About 80 people called for more information or to be deleted from the call list; 307 people visited the website to ask to be removed from the call list.

CONDUCTING THE SURVEY

Telephone survey data collection began January 21, 2022 and ended on May 12, 2022. Market Decisions interviewed 3,012 households for the combined health insurance and child care survey.

Calls were made on a schedule following industry standards for times of day and days of the week, number of callback attempts and voicemail messages. Voicemail messages included a contact phone number and website address to encourage participation. The survey was administered in English and Spanish. Those who completed the random digit dial telephone survey were eligible to receive a grocery store or drug store gift card.

Online Survey: Market Decisions Survey Group (MSDG) hosted the online survey between April 26, 2022 and May 26, 2022.

- ◆ First, MSDG invited households with young children to visit a child care specific version of the survey online. These households had previously shared information about family size and ages of children that matched the desired group.
- ◆ Second, the Early Childhood State Team invited its agencies and partners to share the link with families who may be interested in sharing their experience on the child care specific questions.

A full set of the interview questions are included in Appendix A.

FINAL SAMPLE FOR SURVEY

The Health Information Survey interviewed 3,102 households and gathered information about 6,990 state residents. Of those individuals, 364 were children aged 5 or under who were not yet enrolled in kindergarten. The online survey added 133 participants and the link shared with Early Childhood State Team agencies and partners added 42 participants. Of note, adult members of households responded on behalf of the children in the household, including their gender and racial/ethnic identities.

STATISTICAL SIGNIFICANCE

Researchers typically use statistical significance to determine whether a relationship between two or more groups of data is due to chance or to a more specific cause. If a measure is “statistically significant,” it is likely to be attributable to a specific cause, and less likely to be a result of chance.

Confidence can be thought of as the probability that the observed difference is not due to chance. Thus 95% confidence implies that a statistically significant difference is 95% likely to be due to an actual difference and not simply due to chance. Thought of as another way, this means that there is only a one in 20 chance that a difference is due to chance. Social science research and surveys typically use the 95% confidence interval to confirm that results from the people in the study are a reasonable portrait of a larger group.

Market Decisions Research provided advanced statistical significance testing on the survey data at the 95% confidence interval. This data is marked by a “✓” throughout this report. To share information about subgroups – such as families that participate in 8 hours of child care or more per week – the sample size did not allow for reaching the 95% confidence interval. As a result, the data should be understood as a summary of the information provided by the group surveyed, but not necessarily representative of the state as a whole. In addition, if the study reports less than 11 responses to a specific question, those responses will not be presented to ensure preservation of individual privacy and data reliability.

ABOUT THE GRAPHIC FIGURES IN THIS REPORT

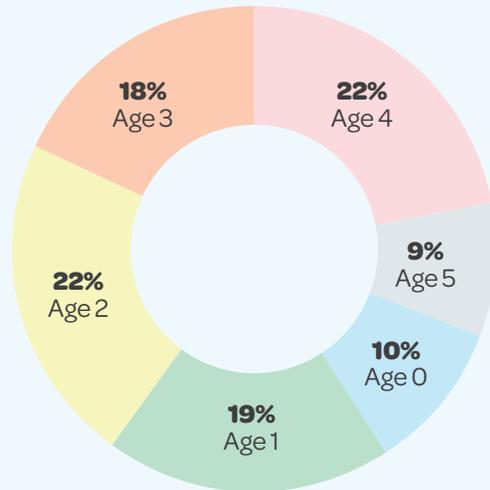
Our survey obtained information about 539 children in our target population (four years old and those five years of age, not yet in kindergarten). This report presents the differing experiences of subgroups to provide additional insight into the reported information. To help the reader understand the different experiences of groups, this report uses a variety of graphics. These graphics show the similarities and differences among the groups. Examples include:

CHILDREN'S AGES (N=539)

FIGURE 2.1

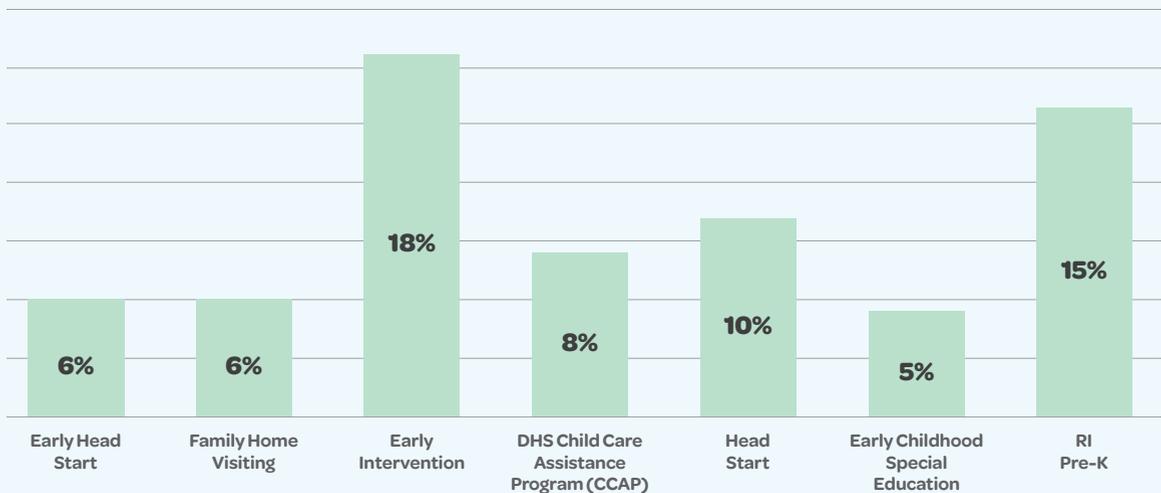
Source: State of Rhode Island Child Care Survey, 2022

- ◆ Pie or “donut” graphs show the composition of a group. The example to the right shows the different ages of all the children identified in the survey.



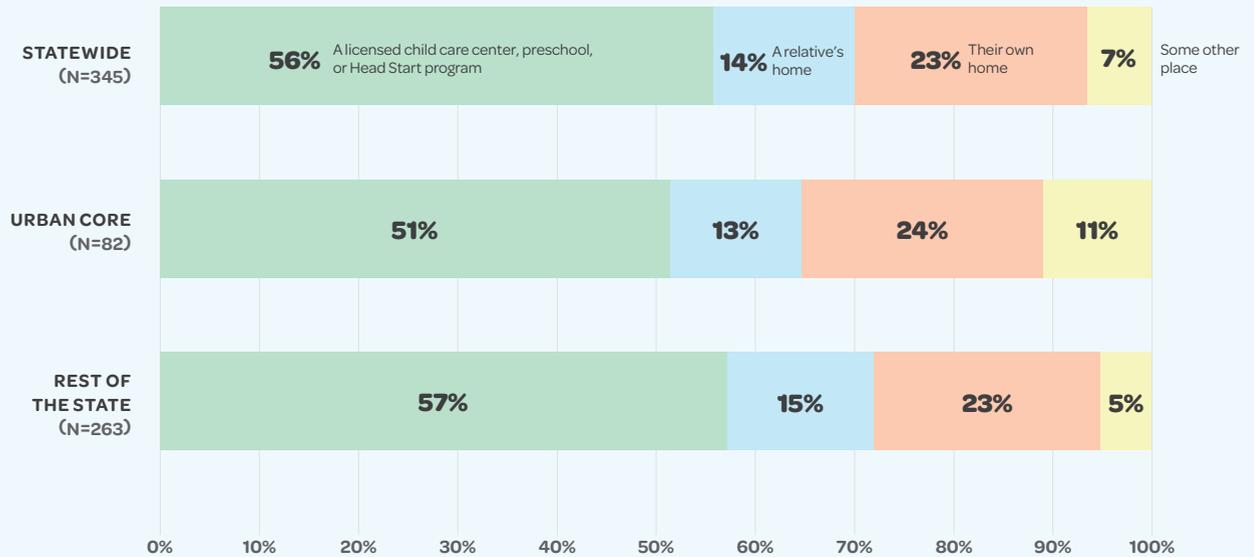
- ◆ A bar graph shows the number of responses and how groups differ from one another. The example below shows the number of households reporting children participating in RI Early Childhood programs.

NUMBER OF CHILDREN PARTICIPATING IN RI EARLY CHILDHOOD PROGRAMS (N=346) FIGURE 2.2



- ◆ A 100% bar or column graph compares multiple characteristics of one subgroup to another. For example, the graph below compares child care locations for Urban Core residents to those in the rest of the state. The graph shows that children in the Urban Core have child care in their own home in about the same proportion as children living in the rest of the state.

CARE LOCATION IN URBAN CORE CITIES COMPARED TO REST OF STATE FIGURE 2.3



NOTES TO READERS

- ◆ When available and relevant, statewide comparison data is provided to indicate what has been reported in other sources than the Child Care Survey. The 2022 [RI Kids Count Factbook](#) was used for comparing statewide data. The RI Kids Count Factbook “is one of fifty state-level projects designed to provide a detailed community-by-community picture of the condition of children.” Data derived from this factbook was collected prior to the Child Care Survey and this may capture changes in populations and activity.
- ◆ The online survey included only the child care questions and basic demographic information. Child care information collected as part of the Health Insurance telephone survey has more detailed household information. When a question was not answered, our tables and charts count it in the category as “Did not answer/Not Applicable.”
- ◆ The Urban Core is defined by RI KidsCount as the cities of Central Falls, Pawtucket, Providence, and Woonsocket. Participants were asked for their zip code during the survey. Those that did not provide a zip code were excluded from graphics and tables about residence. These individuals were included in data when residence was not part of the description.

- ◆ Some questions allowed participants to select more than one answer to a question. For example, a participant could say that they would like to have a more convenient location and different hours. For this reason, the number of answers across all the reasons adds up to more than the number of participants. Notes for figures and tables indicate where participants may give more than one answer. In addition, participants could choose not to answer, say that they did not know the answer, or clarify that the question was not applicable to them.
- ◆ Some questions elicited very few answers, limiting the ability to report information in more detailed categories. This may limit the level of detail that can be provided about the experience of smaller groups of children and families. The survey protects people’s privacy in several ways:
 - All data provided by the survey company for use in this report is anonymous.
 - None of the information provided by the survey company contains names, addresses, telephone numbers, email addresses or other personal identifiers.
 - We follow best practices in reporting data for individuals and only show groups and categories when more than 10 people have given the same answer. Groups and categories with 10 or fewer answers are either combined into a larger group or not shown at all.



III. Children and Households in the Survey

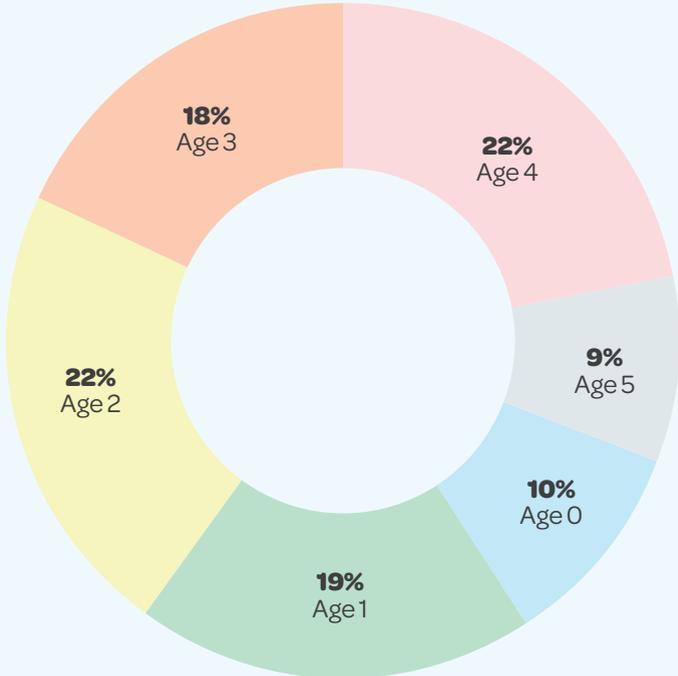
This section of the report summarizes the overall sample collected for the survey. The Child Care Survey collected information for 539 children. Of this group, 364 children were identified via the Health Insurance telephone survey and 175 children were identified through the online survey.

ABOUT THE CHILDREN

The survey collected information about children aged 5 or under who were not yet enrolled in kindergarten. In this report, Infants and Toddlers include children ages zero to two years of age and represent 51% of the survey group. Preschool children ages three through five years old and not yet attending kindergarten represent 49% of the survey population. The children in this survey were about evenly divided between male and female.

CHILDREN'S AGES (N=539)
FIGURE 3.1

Source: State of Rhode Island Child Care Survey, 2022



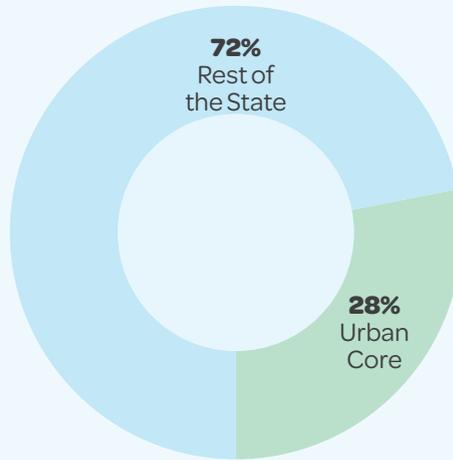
FAMILY RESIDENCE

About 28% of the participants reside in the Urban Core cities of Central Falls, Pawtucket, Providence, and Woonsocket and 72% reside in the rest of the state, similar to statewide population distribution for all ages, adults and children.

CHILDREN'S RESIDENCE (N=539)

FIGURE 3.2

Source: State of Rhode Island Child Care Survey, 2022



RACE AND ETHNICITY OF CHILDREN IN THE SURVEY

Survey participants reported the race and ethnicity of children in their households. Participants reported that 22% of the children are Hispanic, 2% All Other Races, including Asian, American Indian or Alaska Native or Pacific Islander, 4% Black or African American, 7% Two or more races, and 65% White. To determine the consistency of the sample with other measures, researchers compared the information to the 2022 KidsCount Factbook, which reported similar race and ethnicity data for all children under age 18 in Rhode Island.

TABLE 1.1



| | CHILDREN IN THE SURVEY | % CHILDREN IN THE SURVEY | RI KIDSCOUNT FACTBOOK |
|---------------------------|------------------------|--------------------------|-----------------------|
| All Other Races* | 12 | 2% | 6% |
| Black or African American | 23 | 4% | 6% |
| Hispanic | 121 | 22% | 27% |
| Two or More Races | 36 | 7% | 8% |
| White | 347 | 65% | 53% |
| Totals | 539 | | |

All Other Races includes American Indian or Alaska Native and Asian. Sources: State of Rhode Island Child Care Survey, 2022. RI KidsCount Factbook, 2022

For this report, whenever possible, information about children’s race and ethnicity will be displayed in the categories noted in the table above. Data points informed by fewer than 11 actual participants have been suppressed, limiting detailed reporting about this group’s racial and ethnic characteristics (see this section on [Privacy](#)).

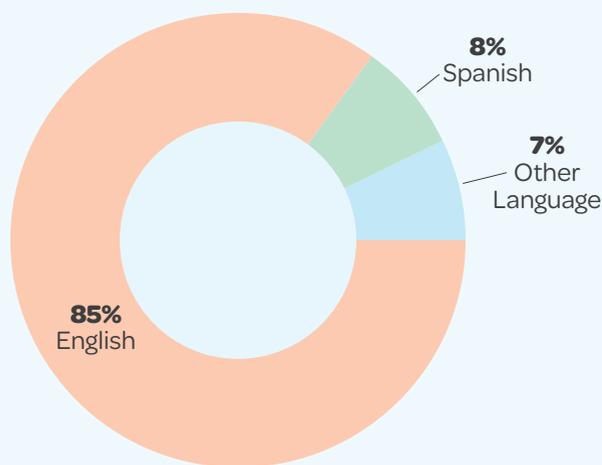
LANGUAGE IN THE HOME

Most participants (85%) reported speaking English at home. Spanish was the most frequently spoken “other” language (8%). Other languages reported included Chinese, Russian, Creole, Hindi, Portuguese, and Sign Language.

LANGUAGE SPOKEN IN THE HOME (N=539)

FIGURE 3.3

Source: State of Rhode Island Child Care Survey, 2022



About the Households Participating in the Survey

FAMILY CHARACTERISTICS

Most children (83%) resided in households with two adults over age 18. The average age of caregivers is 36.5 years, compared to a statewide median age of 39.9 years. About 60% of households are home to one child, while 37% had two children and 3% of participants had three or more children.

HOUSEHOLD EMPLOYMENT AND EDUCATIONAL ATTAINMENT

The majority of participants (83%) reported that at least one caregiver is employed full time. This is comparable to data reported in the 2022 RI KidsCount Factbook: “Between 2016 and 2020, 73% of children under age six and 77% of children ages six to 17 in Rhode Island had all parents in the labor force. In comparison, nationally, 67% of children under age six and 72% of children ages six to seventeen had all parents in the labor force.”

About 64% of participants have a four-year college degree or more. This is higher than estimates in the 2020 American Community Survey/US Census, which reported that 35% of Rhode Islanders have a four-year college degree or more; the national average of individuals with four-year degrees is 32.9%.

HOUSEHOLD INCOME

Survey participants reported their annual household income amount and family size. This information was used to calculate the household income as a percentage of the Rhode Island Federal Poverty Level (FPL). Many early childhood education programs — such as the Child Care Assistance Program (CCAP) and Head Start — have eligibility criteria that are based on FPL.

WORKING ADULTS IN HOUSEHOLD (N=539)
FIGURE 3.4

Source: State of Rhode Island Child Care Survey, 2022

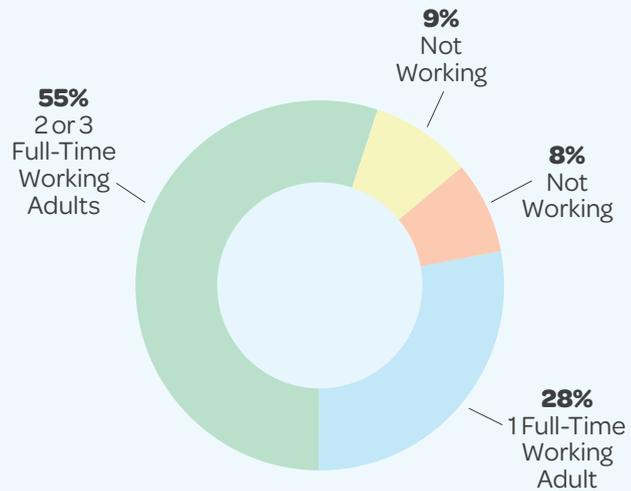


Table 2 shows 2022 Rhode Island Household Income levels and the associated FPL. Graphics and tables in this report use FPL to describe variations in income levels across households of different sizes. For example, a household of four people with an annual income of \$79,500 is considered equal to 300% FPL. A household of three people with an annual income of \$65,880 is also considered equal to 300% FPL.

The 2022 American Community Survey reports a Rhode Island median income of \$70,305 in 2020, above 300% FPL (\$65,880 for a family of 3). As shown in Figure 3.5, more than half of survey participants reported incomes above 300% FPL, while 42% of survey participants reported incomes of less than 300% FPL. Compared to the rest of the state, more families living in Urban Core cities reported household income of less than 300% FPL. For all survey participants, more than half (58%) reported annual incomes of less than 400% FPL, or under \$106,000 for a family of four persons or \$87,840 for a family of three persons.

TABLE 1.2

| HOUSEHOLD INCOME (%FPL) FOR RHODE ISLAND FAMILIES, 2022 | | | | | |
|---|----------|----------|----------|----------|-----------|
| HOUSEHOLD SIZE | 50% | 100% | 200% | 300% | 400% |
| 2 | \$8,710 | \$17,420 | \$34,840 | \$52,620 | \$69,680 |
| 3 | \$10,980 | \$21,960 | \$43,920 | \$65,880 | \$87,840 |
| 4 | \$13,250 | \$26,500 | \$53,000 | \$79,500 | \$106,000 |
| 5 | \$15,520 | \$31,040 | \$62,080 | \$93,120 | \$124,160 |

Source: Rhode Island EOHHS (<https://eohhs.ri.gov/consumer/fpl-guidelines-and-eligibility-information>)

CHILDREN WITH DISABILITIES AND/OR SPECIAL MEDICAL NEEDS

The 2022 RI KidsCount Factbook reports that 22% of children in Rhode Island have at least one special medical need. Of the 539 children in the survey, 12% (65 children) reported Disabilities and/or Special Medical Needs. Thirty percent (19 children) live in the Urban Core. Most of the Children with Disabilities and/or Special Medical Needs (58%) are preschoolers. Additional information on these children and their households is in the section: Child Care for Children with Disabilities and/or Special Medical Needs.

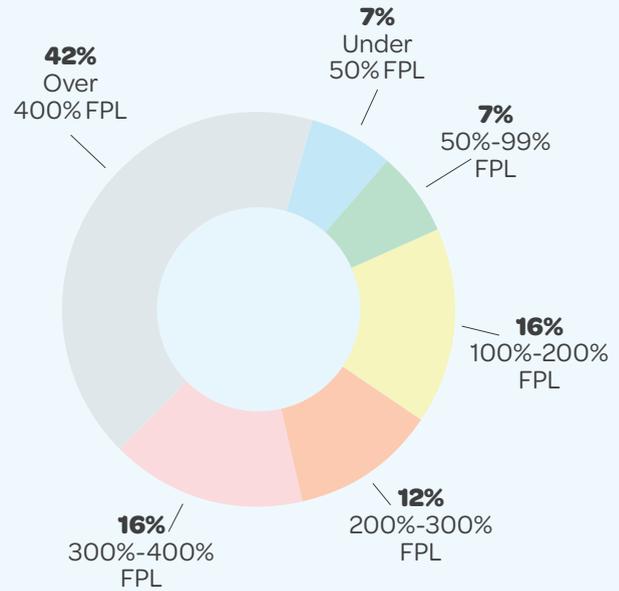
CHILDREN INVOLVED IN THE CHILD WELFARE SYSTEM

Of the 539 children included in the survey, 6% (30) were reported to be in kinship care or in foster care. To ensure participants' privacy, data points with 10 or fewer responses are suppressed, limiting the amount of detail on smaller subgroups. Additional discussion is in the Children in the Child Welfare System section.

HOUSEHOLD INCOME BY FPL (N=539)

FIGURE 3.5

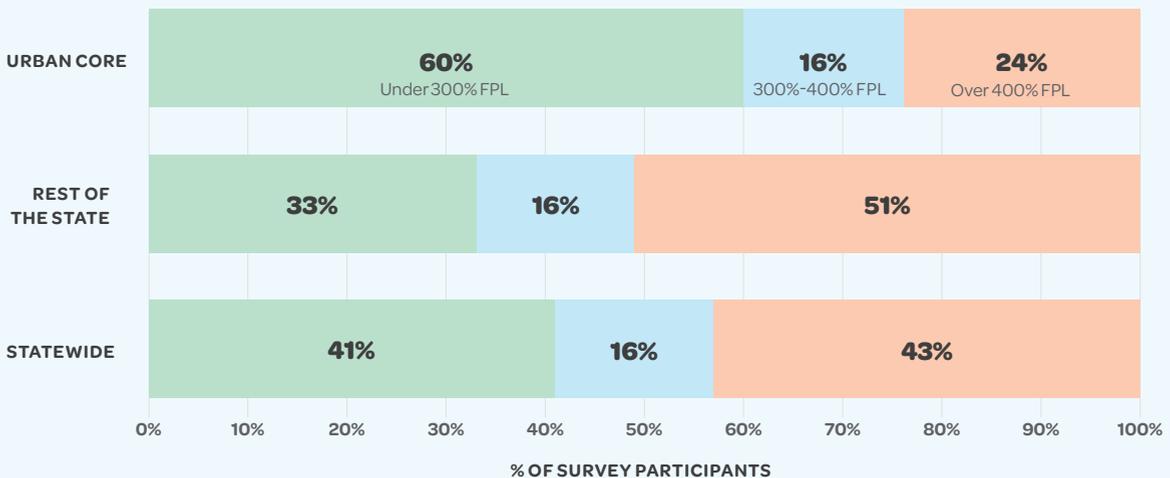
Source: State of Rhode Island Child Care Survey, 2022



HOUSEHOLD INCOME BY RESIDENCE (N=539)

FIGURE 3.6

Source: State of Rhode Island Child Care Survey, 2022



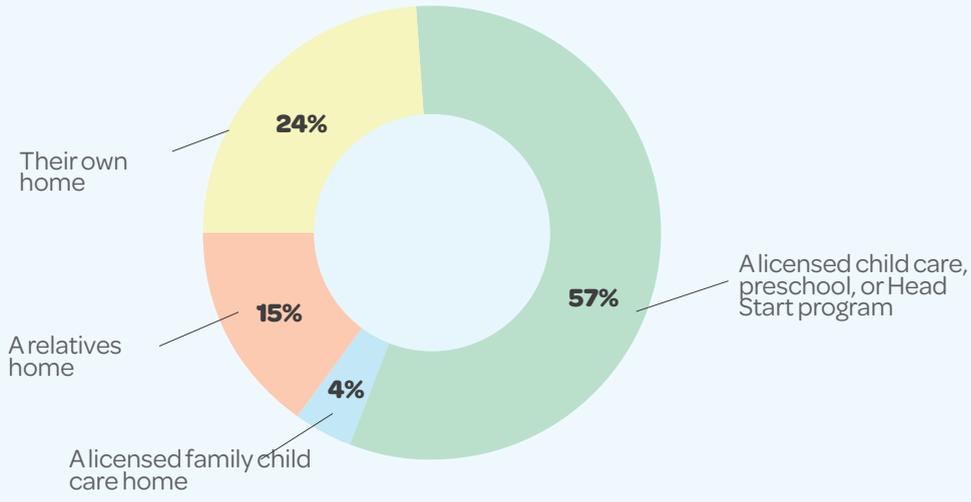
IV. Participation in Child Care Services for More than 8 Hours per Week

This section describes the experience of families who reported participating in child care services for at least eight hours per week. This level of participation suggests an ongoing need for care, and these children are the focus of this section. Out of the overall survey group of 539 children, 64% (346) reported attending child care more than 8 hours per week.

HOURS OF CHILD CARE

Most children (57%) who participated in care for 8 or more hours a week attended a licensed child care center, preschool or Head Start Program. Other settings include care in their own home (24%) and in a relative's home (15%). The proportions are similar for all children in the survey who are in care (539 children).

CHILD CARE SETTING CHILDREN IN CARE FOR 8 OR MORE HOURS A WEEK (N=346)
FIGURE 4.1
Source: State of Rhode Island Child Care Survey, 2022



CHILDREN PARTICIPATING IN CHILD CARE BY HOUSEHOLD INCOME (FPL)

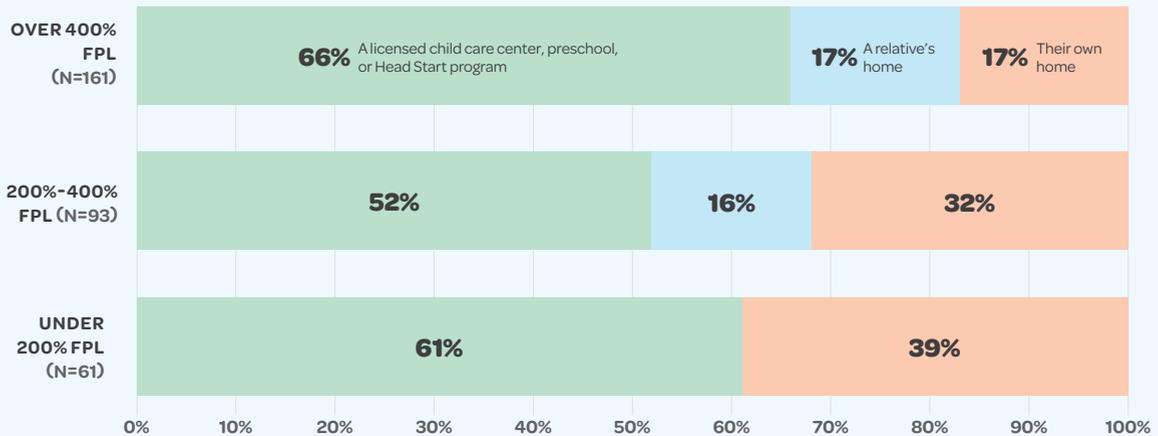
Survey participants reported household size and income, which were then aligned with Rhode Island federal poverty level amounts. Of the children who participate in child care for 8 or more hours a week in a licensed child care center, preschool, or Head Start Program, 66% of families have household incomes of 400% FPL or more.

CHILD CARE SETTING BY HOUSEHOLD INCOME (FPL) (N=346)

Children in Care for 8 or More Hours a Week

FIGURE 4.2

Data points informed by 10 or fewer actual participants have been suppressed. Source: State of Rhode Island Child Care Survey, 2022.



CHILDREN PARTICIPATING IN CHILD CARE BY AGE

Of the 346 children who participate in child care for 8 or more hours per week, 161 are Infants and Toddlers (ages 2 and under) and 185 are Preschoolers (ages 3 to 5, not yet enrolled in kindergarten).

AGE DISTRIBUTION (N=346) Children in Care for 8 or More Hours a Week

FIGURE 4.3

Source: State of Rhode Island Child Care Survey, 2022



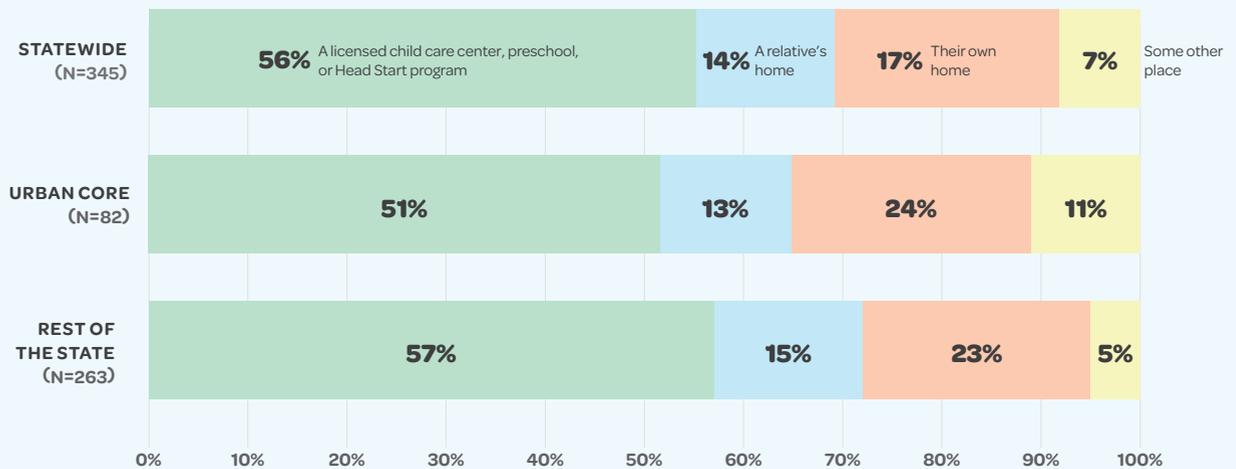
VARIATION IN CARE SETTINGS BY RESIDENCE

Compared to children living in the rest of the state, children living in Urban Core cities reported less participation in licensed child care centers, preschools, and Head Start programs (51% in Urban Core cities compared to 57% in the rest of the state). Children living in Urban Core cities received child care at home or in a relative's home in proportions that are similar to all other children's experience in the rest of the state. Urban Core cities residents reported a child care setting in "some other place" (11%) compared to 5% of residents in the rest of the state.

CARE LOCATION IN URBAN CORE CITIES COMPARED TO THE REST OF THE STATE (FPL)

FIGURE 4.4

Data points informed by 10 or fewer actual participants have been suppressed. Source: State of Rhode Island Child Care Survey, 2022.



VARIATION IN CARE SETTING BY RACE AND ETHNICITY

A smaller proportion of Hispanic children participate in care at a licensed child care center, preschool, or Head Start programs compared to Non-Hispanic children. Further analysis of the distribution of children across child care settings by race and ethnicity is limited by small cell sizes. Data points informed by fewer than 10 actual participants have been suppressed, limiting detailed reporting about this group’s racial and ethnic characteristics.

TABLE 1.3

| MOST FREQUENTLY REPORTED CHILD CARE SETTINGS WITHIN EACH RACE/ETHNICITY GROUP (N=346) | | | |
|---|----------|-------------------|-------|
| | HISPANIC | ALL OTHER RACES** | WHITE |
| A licensed child care center, preschool, or Head Start program | 44% | 57% | 59% |
| Own Home | 30% | * | 21% |
| Other Settings | 27% | * | 20% |
| Totals | 71 | 37 | 238 |

**Data points informed by 10 or fewer actual participants have been suppressed. **All Other Races include American Indian or Alaska Native, Asian, Black or African American, Pacific Islander, and Two or More races. Other Settings include a licensed family child care home, a relative’s home, some other private home and some other place. Source: State of Rhode Island Child Care Survey, 2022*

Participation in RI Early Childhood Services

Of the 346 children who participate in child care for more than 8 hours per week, just under half (47%) participated in at least one program or service that the State and/or Federal government supports with funding, with some families accessing multiple services. These programs include Head Start, Early Head Start, the Child Care Assistance Program (CCAP), Early Intervention, Early Childhood Special Education Services, Rhode Island Pre-K Program, and Family Home Visiting. These programs have different eligibility criteria that are summarized in the table below.

TABLE 1.4

| EARLY CHILDHOOD SERVICES | AGE ELIGIBILITY |
|--|---|
| Early Head Start | Pre-natal–Age 3; (End at the beginning of Pre-K) |
| Family Home Visiting | Pregnancy–Age of 3 |
| Early Intervention | Age Under 3; must have disability / developmental delay |
| DHS Child Care Assistance Program (CCAP) | Any age under 13 |
| Head Start | Age 3–4 |
| Early Childhood Special Education Services | Age 3–5 (Before Kindergarten) |
| RI Pre-Kindergarten (Pre-K) | Age 4 (by 9/1) |

Source: State of Rhode Island Child Care Survey, 2022

Of the 162 families reporting a child’s participation in any early childhood service, the majority did not report participation in any Early Childhood Program Service. About one-third (32%, or 110 children) reported participating in one service, 11% (39 children) participated in two services and 4% (13 children) participated in three or more services.

TABLE 1.5



| PARTICIPATION IN EARLY CHILDHOOD PROGRAM SERVICES, CHILDREN IN CARE FOR MORE THAN 8 HOURS PER WEEK (N=346) | | | |
|--|------------|-------------|---|
| | Number | Percent | |
| Participated in one service | 110 | 32% | } 47% of children participated in any service |
| Participated in two services | 39 | 11% | |
| Participated in three or more services | 13 | 4% | |
| Has not participated in any services or did not answer | 184 | 53% | |
| Totals | 346 | 100% | |

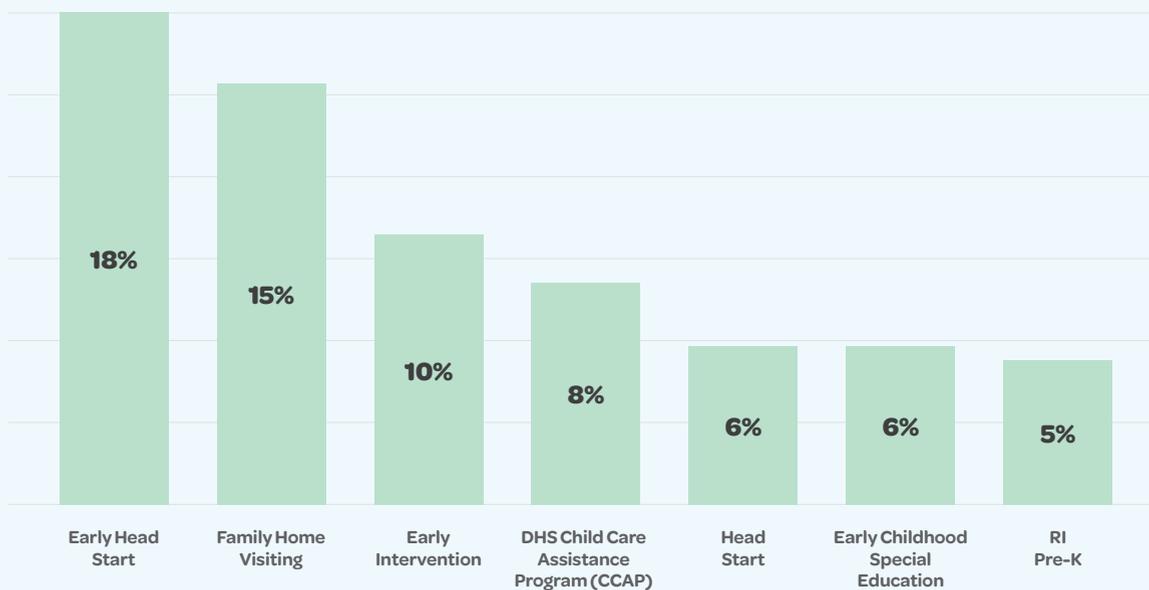
Data points informed by 10 or fewer actual participants have been suppressed, including race and ethnicity, child’s special needs status and involvement in the foster care system. Source: State of Rhode Island Child Care Survey, 2022

Participants were asked whether they had used specific Early Childhood programs at any time. Of the children in care for 8 or more hours per week, 18% participated in Early Intervention, 15% participated in RI Pre-K and 10% participated in Head Start programs.

PERCENTAGE OF CHILDREN PARTICIPATING IN RI EARLY CHILDHOOD PROGRAMS AMONG THOSE IN CARE MORE THAN 8 HOURS PER WEEK (N=346)

FIGURE 4.5

Data points informed by 10 or fewer actual participants have been suppressed. Source: State of Rhode Island Child Care Survey, 2022.



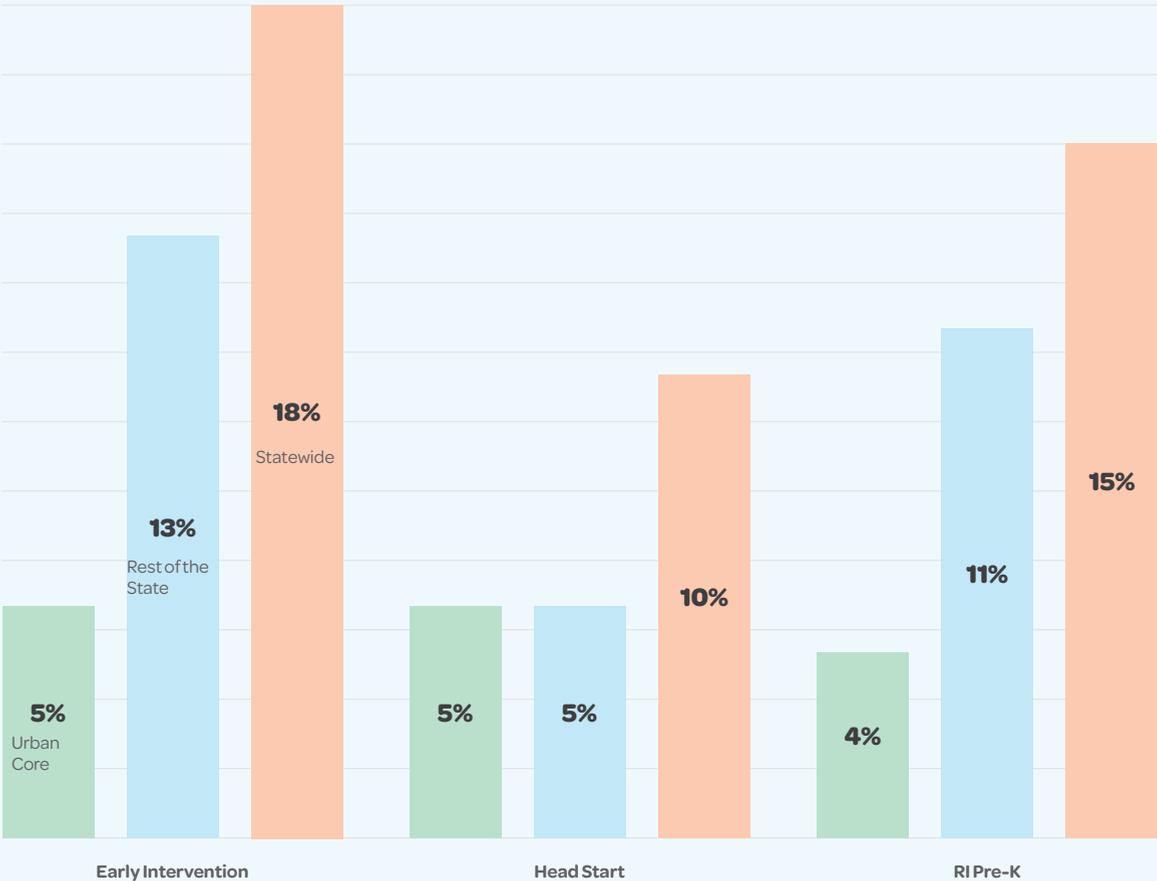
Differences in Services Accessed by Residence

Participation in different types of early childhood services varied between residents in the Urban Core and residents in the rest of the state. Urban Core residents reported participating in Head Start more frequently than in other areas (21% of Urban Core residents compared to 6% in the rest of the state). Proportionally more residents in the rest of the state than Urban Core residents reported participating in Early Intervention (15% in the rest of the state compared to 13% in the Urban Core) and Rhode Island Pre-K programs (17% compared to 8% in the rest of the state). Due to small cell sizes, responses about other programs such as Early Head Start, DHS CCAP, Early Childhood Special Education and Family Home Visiting are not reportable.

VARIATION IN USE OF SERVICES: URBAN CORE AND REST OF THE STATE (N=346)

FIGURE 4.6

N=82 children in the Urban Core Cities. N=263 Children in the Rest of the State. Participants could provide more than one answer. 1 Participant did not provide an answer. Data points informed by 10 or fewer actual participants have been suppressed. Source: State of Rhode Island Child Care Survey, 2022



VARIATION IN USE OF SERVICES BY RACE AND ETHNICITY

Service participation varied by race and ethnicity. More Hispanic children (65%) used one service compared to Non-Hispanic white children and Non-Hispanic children of all other races. More than half of White children did not use any services. The number of responses for different races across the specific Rhode Island services is often less than 11; these values have been combined into a single category labeled “All Other Races.” Data points informed by fewer than 11 actual participants have been suppressed, limiting detailed reporting about this group’s racial and ethnic characteristics.

VARIATION IN USE OF SERVICES RACE AND ETHNICITY (N=346)
FIGURE 4.7

N=82 children in the Urban Core Cities. N=263 Children in the Rest of the State. Participants could provide more than one answer. Data points informed by 10 or fewer actual participants have been suppressed. Source: State of Rhode Island Child Care Survey, 2022



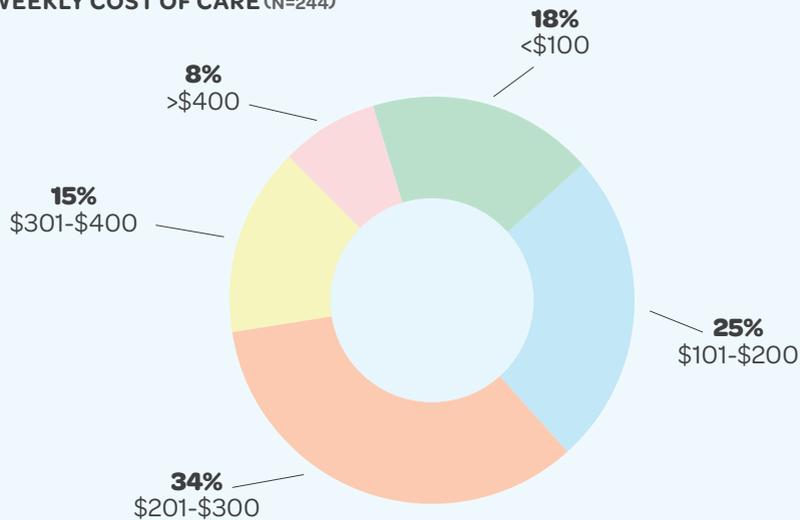
Due to small sample sizes, information about participation in state child care programs can be reported for Hispanic and Non-Hispanic children. Of those who reported participation in Head Start, 56% were Hispanic. The majority of participants who reported participation in Early Intervention (74%) and Early Childhood Special Education (83%) were Non-Hispanic. Data points informed by fewer than 10 actual participants have been suppressed, limiting detailed reporting about this group’s racial and ethnic characteristics.

Reported Cost of Care

Of the 244 participants who reported a weekly cost of care, the majority reported paying less than \$300 per week. Proportionately, 13% of Infants and Toddlers reported paying \$100 or less per week, compared to 22% of Preschoolers.

WEEKLY COST OF CARE FOR CHILDREN IN CARE 8 HOURS OR MORE PER WEEK

REPORTED WEEKLY COST OF CARE (N=244)
FIGURE 4.8



WEEKLY AMOUNT PAID FOR CHILD CARE BY AGE (N=244)
FIGURE 4.9



Data points informed by 10 or fewer actual participants have been suppressed. Source: State of Rhode Island Child Care Survey, 2022

CHILD CARE WEEKLY AMOUNTS BY HOUSEHOLD INCOME AS PERCENTAGE OF RHODE ISLAND FEDERAL POVERTY LEVEL (FPL)

Of the 244 participants reporting weekly amounts paid for child care for children in care more than 8 hours per week, more than half (61% or 149 participants) reported incomes greater than 400% FPL.

The following table shows household income and weekly payment amounts. Information about more detailed income levels has been suppressed due to the small number of responses in these categories.

TABLE 1.6

| WEEKLY CHILD CARE PAYMENTS BY HOUSEHOLD INCOME AMONG CHILDREN IN CARE MORE THAN 8 HOURS PER WEEK (N=244) | | | | | |
|--|----------------------------|---|--|--|---|
| | \$100 OR LESS (\$5,200/YR) | \$101 TO \$200 (\$5,252 TO \$10,400/YR) | \$201 TO \$300 (\$10,452 TO \$15,600/YR) | \$301 TO \$400 (\$15,652 TO \$20,800/YR) | MORE THAN \$400 (MORE THAN \$20,800/YR) |
| Household Income as FPL | | | | | |
| Under 139% FPL | 23 | 17 | 19 | * | * |
| 139% to 400% FPL | 27 | * | 20 | * | * |
| More than 400% FPL | 11 | 39 | 58 | 26 | 15 |

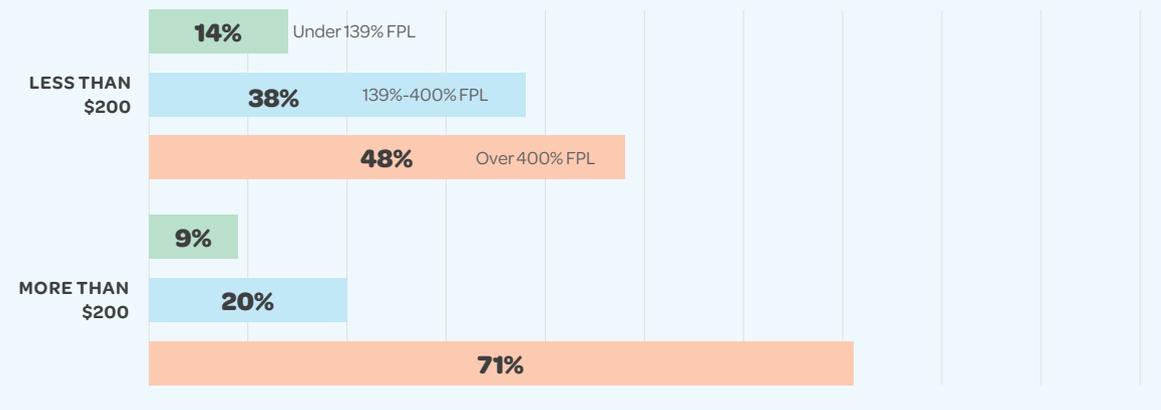
*102 participants did not report the weekly cost of child care. Annualized Amounts are based on a 52-week pay year. *Data points informed by 10 or fewer actual participants have been suppressed. Source: State of Rhode Island Child Care Survey, 2022*

Of the families reporting weekly cost of \$200 or less, 14% report household incomes at or below 139% of FPL. Of the families reporting weekly cost of \$200 or more, 9% report household incomes at or below 139% FPL. Families with incomes of 400% or more FPL comprise half the group that reported weekly costs.

WEEKLY CHILD CARE PAYMENTS BY HOUSEHOLD INCOME (FPL) (N=244) Children in Care for 8 or More Hours per Week

FIGURE 4.10

102 participants did not report a weekly cost of child care. Data points informed by 10 or fewer actual participants have been suppressed. Source: State of Rhode Island Child Care Survey, 2022

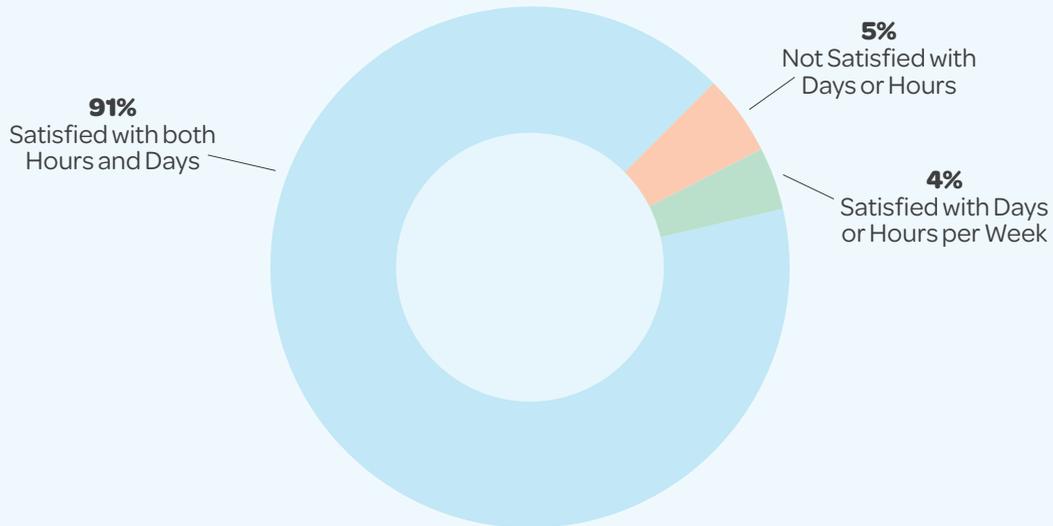


SATISFACTION WITH CHILD CARE

Most participants (91%) participating in child care for more than 8 hours per week are satisfied with both hours and days of the week that are available to them.

SATISFACTION WITH CURRENT CHILD CARE (N=346) Children in Care for 8 or More Hours per Week FIGURE 4.11

"Did not answer" responses were assigned proportionately to the reported categories. Data points informed by 10 or fewer actual participants have been suppressed.
Source: State of Rhode Island Child Care Survey, 2022



Child Care Challenges

DIFFICULTY FINDING CARE FOR CHILDREN IN CARE MORE THAN 8 HOURS PER WEEK

Overall, 37% of participants with children in child care for more than 8 hours per week reported having difficulty finding care. This percentage is similar to the rate reported by all participants in the survey.

Structural barriers include finding care in a desired location, days of the week, hours per day, capacity, type of care setting or ability to care for child's needs.

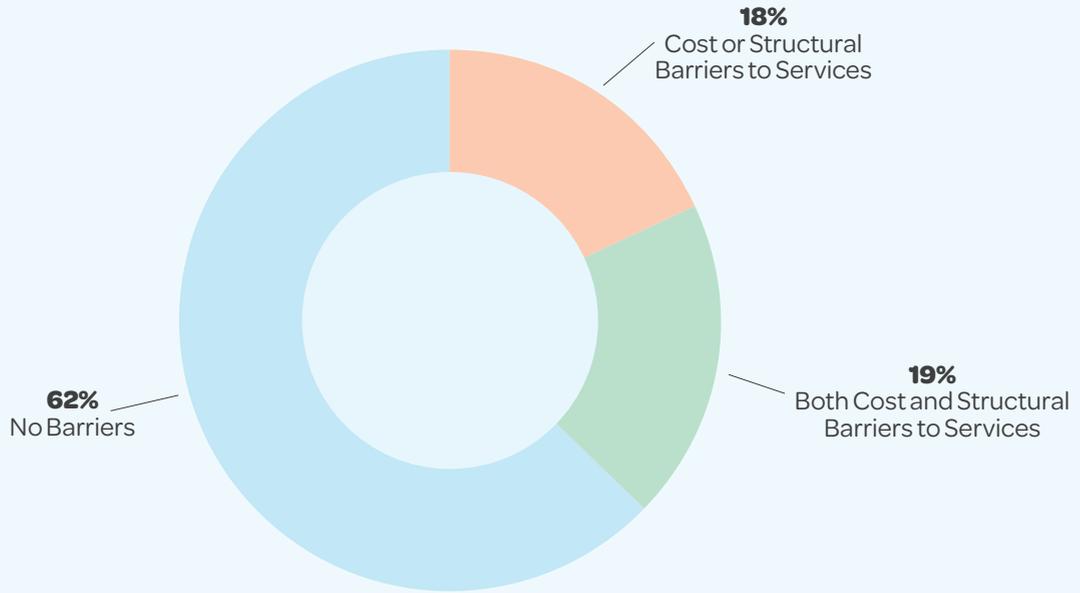
Cost barriers refer to the amount paid for child care.

Participants could identify more than one barrier.

The data here represents families who were surveyed and reported barriers. This may be an under-representation of families who experienced barriers to care at any time during the first five years of the child's life. Additional surveys and engagement may provide more detailed insight into families' experiences.

BARRIERS TO ACCESSING CHILD CARE (N=346)
Children in Care for 8 or More Hours per Week
FIGURE 4.12

"Did not answer" responses were assigned proportionately to the reported categories. Data points informed by 10 or fewer actual participants have been suppressed.
 Source: State of Rhode Island Child Care Survey, 2022



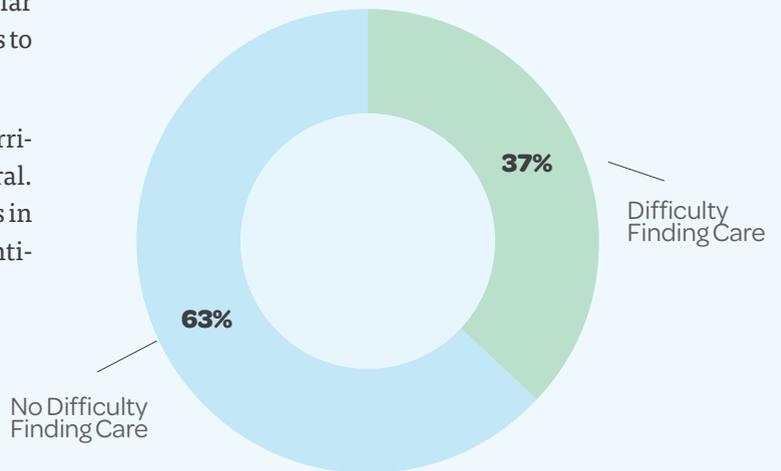
DIFFICULTY FINDING CHILD CARE

The majority of participants with children in care for 8 or more hours per week (63%) reported “no difficulty” in finding care, which is consistent with the experience reported by all survey participants. Participants reported similar experiences with structural and cost barriers to finding care for all ages of children.

Participants could identify more than one barrier: cost, structural, or both cost and structural. This figure shows the number of participants in more than 8 hours of care per week who identified at least one barrier: structural or cost.

DIFFICULTY FINDING CHILD CARE (N=346)
Children in Care for 8 or More Hours per Week
FIGURE 4.13

"No Difficulty Finding Care includes a small number (10 or less) of "did not answer" data points. Source: State of Rhode Island Child Care Survey, 2022

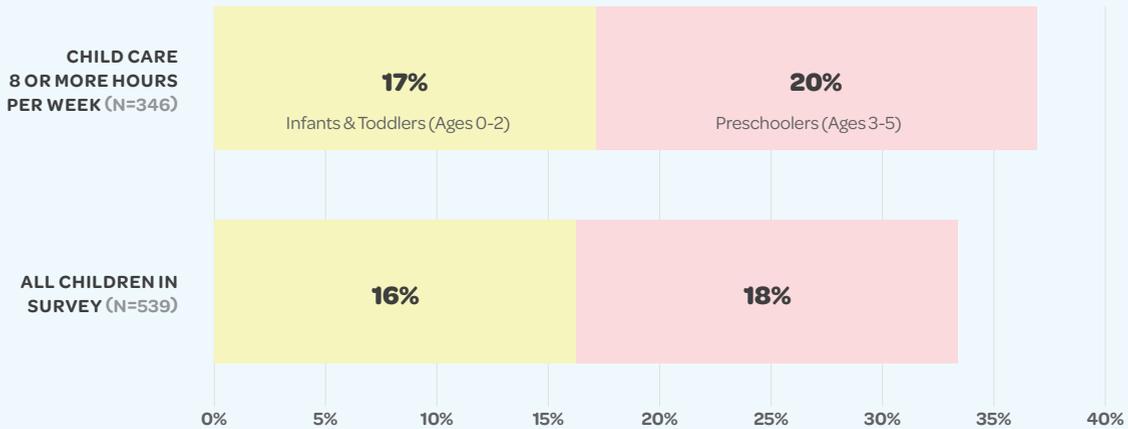


DIFFICULTY FINDING CHILD CARE, BY AGE OF CHILD

Participants reported similar experiences with structural and cost barriers to finding care for all ages of children in care for more than 8 hours per week. Participants could identify more than one barrier. Figure 4.14 shows the number who identified at least one barrier: structural or cost.

DIFFICULTY FINDING CARE (N=346) | (N=539)
Percentage of Each Group that Reported Difficulty
 FIGURE 4.14

Source: State of Rhode Island Child Care Survey, 2022



DIFFICULTY FINDING CARE BY RESIDENCE

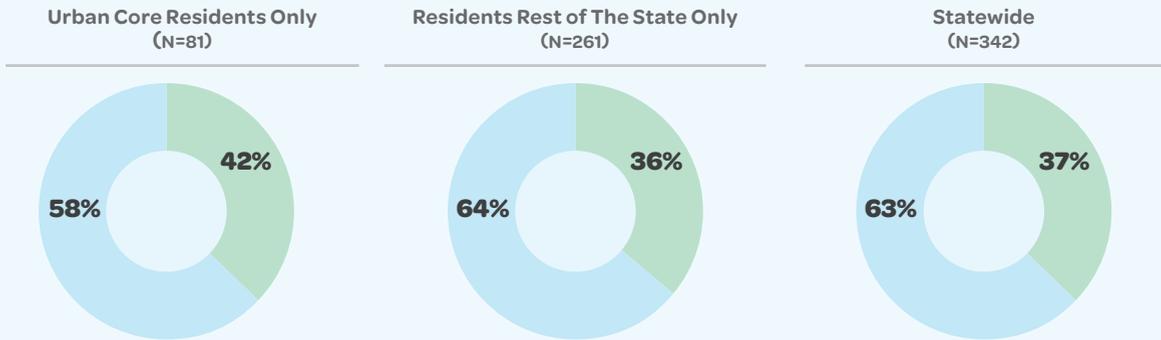
Participants' experience with barriers to care were relatively similar in Urban Core Cities compared to those in the rest of the state.

FINDING CARE, URBAN CORE COMPARED TO THE REST OF THE STATE (N=342)
Percentage of Each Group that Reported Difficulty.
 FIGURE 4.15

4 people declined to answer this question. Data points informed by fewer than 10 actual participants have been suppressed.

Source: State of Rhode Island Child Care Survey, 2022

■ No Barriers ■ Any Barriers



DIFFICULTY FINDING CHILD CARE BY RACE / ETHNICITY (N=343)

FIGURE 4.16

3 people declined to answer this question. Data points informed by 10 or fewer actual participants have been suppressed. Source: State of Rhode Island Child Care Survey, 2022



DIFFICULTY FINDING CHILD CARE BY RACE AND ETHNICITY

The proportion of participants who reported experiencing barriers to finding child care was similar across racial and ethnic groups. Slightly under half (44%) of Hispanic participants reported one or more barriers to finding child care. Data points informed by fewer than 11 actual participants have been suppressed, limiting detailed reporting about this group's racial and ethnic characteristics.

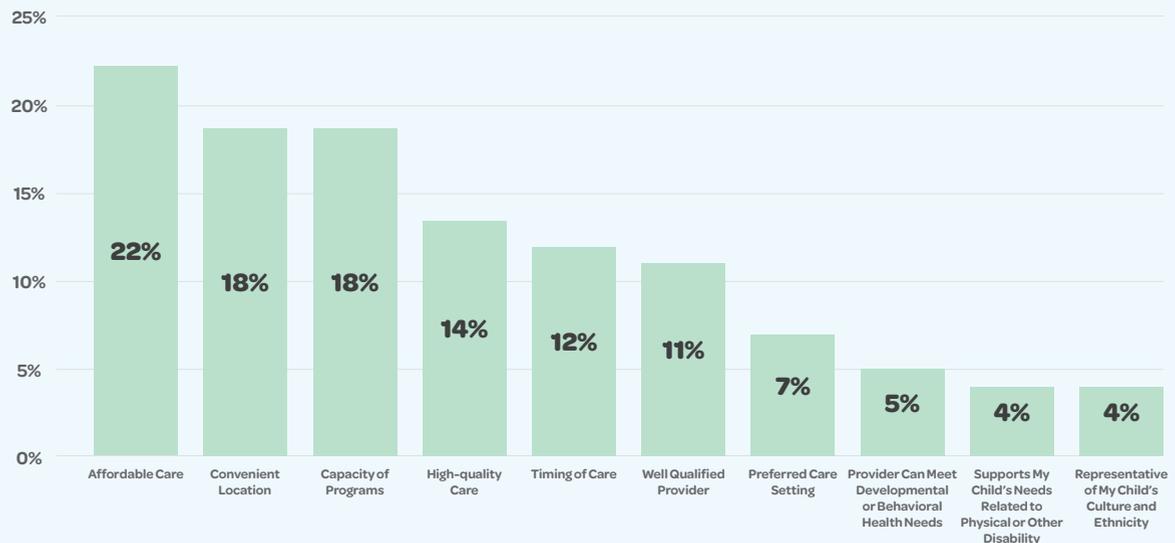
REASON FOR DIFFICULTY FINDING CHILD CARE

Participants reported the reasons they had difficulty finding care. The three most common difficulties were finding affordable care (22%), finding care in a convenient location (18%), and challenges in finding a provider with capacity in their program for their child (18%).

REPORTED REASON OF DIFFICULTY FINDING CARE (N=346) Children in Care for 8 or More Hours per Week

FIGURE 4.17

"Did not answer" responses were assigned proportionately to the reported categories. Data points informed by 10 or fewer actual participants have been suppressed. Source: State of Rhode Island Child Care Survey, 2022



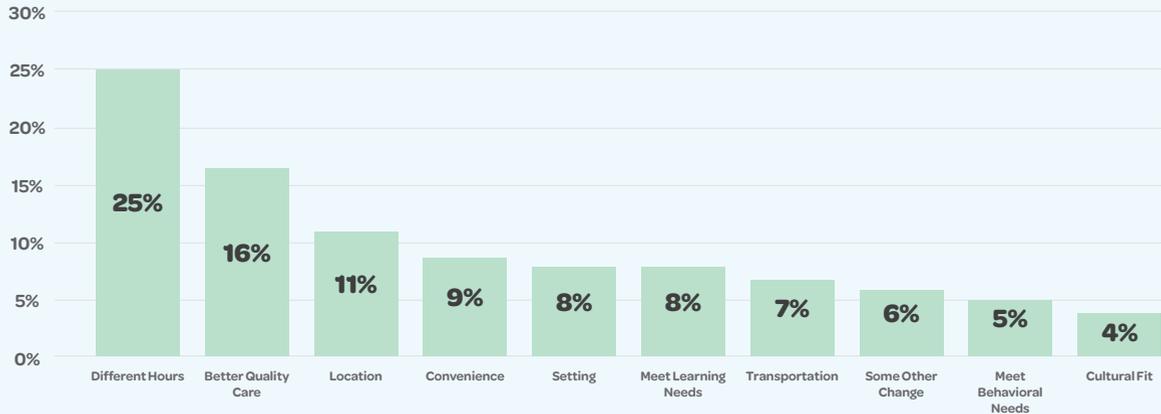
DESIRED CHARACTERISTICS OF CHILD CARE

Participants were asked what they would like to change about their current child care arrangements. Participants could select more than one answer. The most frequently mentioned characteristics included a desire for expanded hours (25%), better quality care (16%), and a more convenient location (11%).

DESIRED CHANGES TO CURRENT CARE ARRANGEMENT, OTHER THAN COST (N=338) Children in Care for 8 or More Hours per Week

FIGURE 4.18

Participants could provide more than one answer to this question. Data points informed by fewer than 10 actual participants have been suppressed. 8 participants declined to answer this question. Source: State of Rhode Island Child Care Survey, 2022



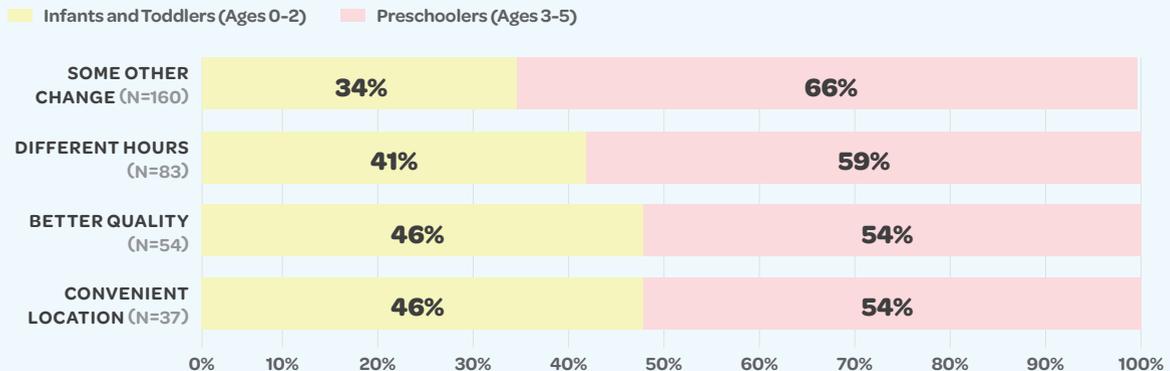
DESIRED CHANGES BY AGE OF CHILD

The number of Infants and Toddlers in this survey is nearly equal to the number of Preschoolers. More families with Preschoolers expressed a desire for changes in their child's care arrangements than families with an infant/toddler. Participants could share more than one desired change. The most desired changes include different available hours, including before and after care and weekend hours, better quality care and some other unspecified change.

DESIRED CHANGES IN CHILD CARE BY AGE, OTHER THAN COST (N=338) Children in Care for 8 or More Hours per Week

FIGURE 4.19

Participants could choose multiple answers. 8 participants did not answer. Data points informed by fewer than 10 actual participants have been suppressed. Source: State of Rhode Island Child Care Survey, 2022



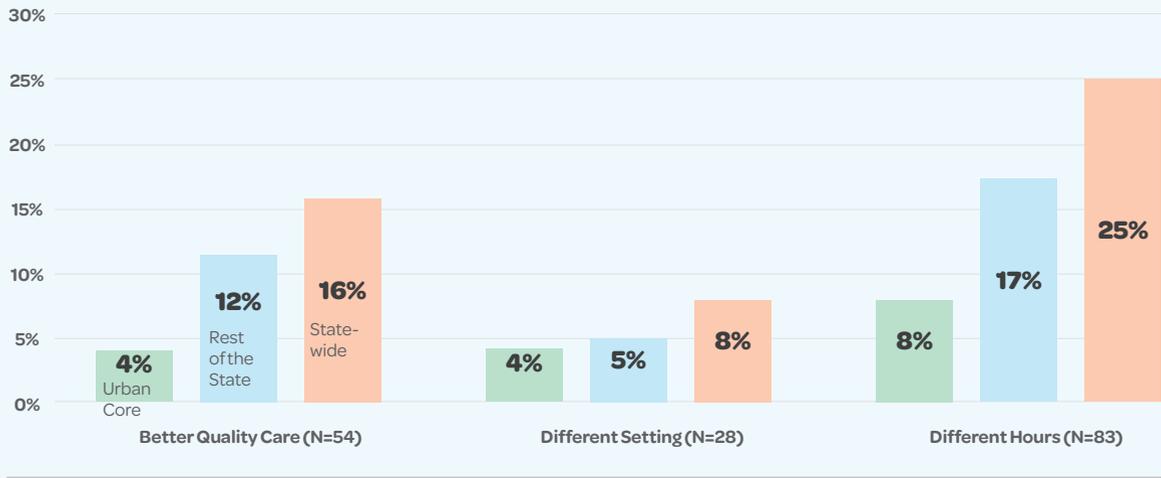
DESIRED CARE BY RESIDENCE

Urban Core participants were less likely than participants in the rest of the state to identify desired changes to current child care arrangements.

TOP THREE DESIRED CHANGES TO CHILD CARE BY GEOGRAPHY (N=338) Children in Care for 8 or More Hours per Week

FIGURE 4.20

Participants could provide more than one answer to this question. 8 Participants declined to answer this question. Data points informed by 10 or fewer actual participants have been suppressed. Source: Rhode Island Child Care Survey, 2022.



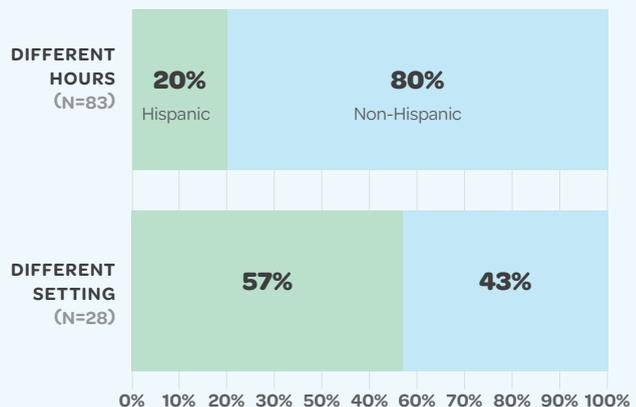
DESIRED CHANGES BY ETHNICITY

Hispanic individuals comprise 22% of all survey participants. Responses to questions regarding desired changes were similar to those expressed by the Non-Hispanic population. With respect to setting of care, Hispanic participants were more likely to want a different setting or facility for child care compared to Non-Hispanic participants (57% for Hispanic participants, 43% for Non-Hispanic participants). The figure to the right shows the proportion of Hispanic participants out of all participants who identified this desire. Data points informed by 10 or fewer actual participants have been suppressed, limiting detailed reporting about this group's racial and ethnic composition.

DESIRED CHANGES TO CHILD CARE BY ETHNICITY (N=338) Children in Care for 8 or More Hours per Week

FIGURE 4.21

Participants could provide more than one answer to this question. 8 Participants declined to answer this question. Data points informed by 10 or fewer actual participants have been suppressed. Source: Rhode Island Child Care Survey, 2022.



Effect on Employment and Education

All survey participants were asked whether “finding or paying for child care ever kept you or another family member from working or attending school.” 45% (154 people) of participants with children in care for more than 8 hours a week reported that they had experienced this problem.

EFFECT OF DIFFICULTIES WITH CHILD CARE ON EMPLOYMENT OR EDUCATION BY AGE OF CHILD

Of all families reporting that child care difficulties affected employment or education, more Preschooler families than Infant and Toddler families identified this issue. Preschoolers have typically been in child care for a longer period over their lifetime than Infants and Toddlers. This increases their likelihood of experiencing difficulties with child care that resulted in an interruption of their employment or education. Over half (56%) of Preschool Children families reported this issue.

TABLE 1.7

| EFFECT OF CHILD CARE DIFFICULTY ON WORK OR SCHOOL Children in Care for 8 Hours or More per Week (N=346) | | |
|--|--|--|
| Age of Child | Finding or paying for Child Care ever prevented work or school | Ever left the workforce because of difficulty finding or paying for Child Care |
| Infants and Toddlers (ages 0-2) (N=161) | 44% | 19% |
| Preschool Children (ages 3-5) (N=185) | 56% | 31% |
| All Families (N=346) | 45% | 25% |

Data points informed by 10 or fewer actual participants have been suppressed. Participants were asked two separate questions. Source: State of Rhode Island Child Care Survey, 2022

EFFECT OF DIFFICULTIES WITH CHILD CARE ON EMPLOYMENT OR EDUCATION BY RESIDENCE

Urban Core residents were more likely than residents in the rest of the state to report having experienced an interruption in workforce participation or pursuing educational opportunities. Just under half (49%) of Urban Core residents reported an interruption, compared to 43% of residents in the rest of the state.

TABLE 1.8

| PARTICIPANTS REPORTING LIMITS ON WORK OR EDUCATION DUE TO FINDING OR PAYING FOR CHILD CARE BY GEOGRAPHY Children in Care for 8 Hours or More per Week (N=346) | | |
|--|--|--|
| Residence | Finding or paying for Child Care ever prevented work or school | Ever left the workforce because of difficulty finding or paying for Child Care |
| Urban Core (N=82) | 49% | 24% |
| Rest of the state (N=263) | 43% | 25% |
| Statewide (N=346) | 45% | 25% |

Data points informed by 10 or fewer actual participants have been suppressed. Participants were asked two separate questions. Source: State of Rhode Island Child Care Survey, 2022

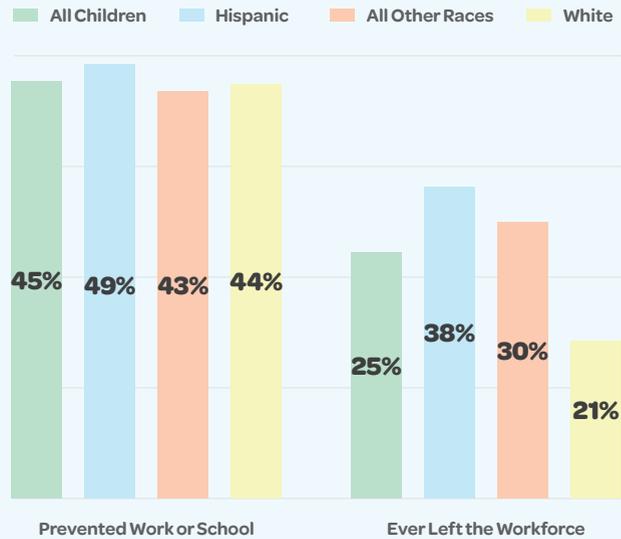
EFFECT OF DIFFICULTIES WITH CHILD CARE ON EMPLOYMENT OR EDUCATION BY RACE AND ETHNICITY

Across all survey participants in this group, 45% reported that child care difficulties had ever prevented attending work or school and 25% reported having left the workforce due to child care problems. Of the families with children who identified as Hispanic, 49% had difficulty finding or paying for child care that ever prevented them from working, compared to 45% of all families. 38% of families with children who identify as Hispanic reported having ever left the workforce because of difficulty finding or paying for child care, compared to 25% of all families. Data points informed by 10 or fewer participants have been suppressed, limiting detailed reporting about this group's racial and ethnic characteristics.

DIFFICULTY WITH CHILD CARE AFFECTED WORK OR SCHOOL (N=346) Children in Care for 8 or More Hours per Week

FIGURE 4.22

Data points informed by 10 or fewer actual participants have been suppressed. Participants were asked two separate questions. Source: State of Rhode Island Child Care Survey, 2022



EFFECT OF DIFFICULTIES WITH CHILD CARE ON EMPLOYMENT OR EDUCATION BY HOUSEHOLD INCOME (FPL)

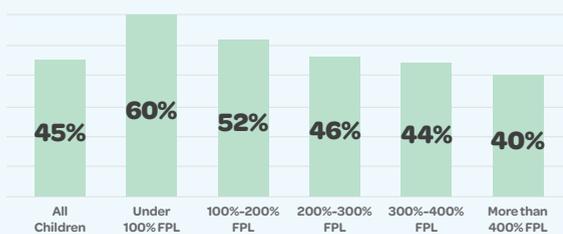
More than half (60%) of families with household incomes below 100% FPL reported ever having difficulty finding care or paying for care that prevented them from working or going to school compared to 45% of all families. Of families with incomes below 100% FPL, 57% left the workforce because of difficulty finding or paying for child care, compared to 25% of families at all household income levels.

DIFFICULTY WITH CHILD CARE AFFECTED WORK OR SCHOOL (N=346) Children in Care for 8 or More Hours per Week

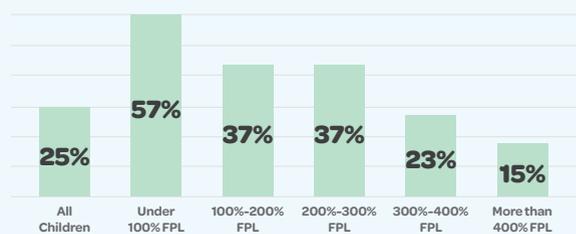
FIGURE 4.23

Data points informed by fewer than 10 actual participants have been suppressed. Participants were asked two separate questions. Source: State of Rhode Island Child Care Survey, 2022

Caregiver Prevented from Attending Work or School Due to Child Care Difficulty (N=346)



Caregiver Ever Left the Workforce Due to Child Care Difficulty (N=346)



CHARACTERISTICS OF QUALITY EARLY LEARNING PROGRAMS

Across Rhode Island, many child care settings and providers offer high-quality care for young children. Quality child care provides a loving, safe, stable, and age-appropriate environment which forms the basis for healthy nurturing relationships and helps children enter school ready to learn.

As part of this survey, the Early Childhood State Team wanted to understand what quality means to families. Quality care has many features, all of which play an important role in ensuring that children have a strong developmental foundation. While each family may prioritize different features of quality, all families want their child to be well cared for.

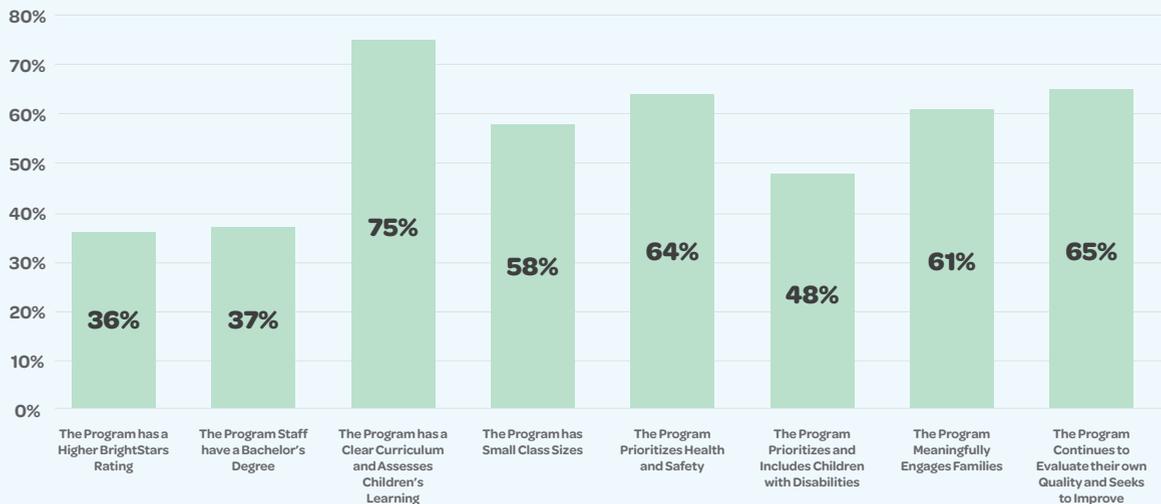
The possible responses in the survey highlight some components of quality, including that a program has a higher BrightStars rating. BrightStars is the statewide quality rating and improvement system (QRIS) for state licensed child care centers, family child care homes, public preschools, and school age programs in RI. Participating providers receive professional development and technical support to evaluate their program and meet research-based quality benchmarks. While some families may not be familiar with BrightStars, the BrightStars benchmarks include many of the responses in the survey question about quality care.

Participants were asked what quality in early learning programs means to them. Participants were able to name more than one characteristic. Three quarters, or 75% of participants, chose “the program has a clear curriculum and assesses children’s learning.” Over 60% of participants also selected statements that reflect continuous quality improvement, prioritization of health and safety and meaningful family engagement. Participants also valued small class sizes (58%), inclusion of Children with Disabilities and/or Special Medical Needs (48%), staff with bachelor’s degrees (37%) and BrightStars ratings (36%).

HOW PARTICIPANTS DEFINE QUALITY IN EARLY LEARNING PROGRAMS (N=346)

FIGURE 4.24

Source: State of Rhode Island Child Care Survey, 2022



CHARACTERISTICS OF QUALITY EARLY LEARNING PROGRAMS BY AGE OF CHILD

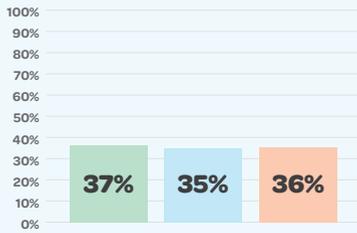
Participants with children in both Preschool and Infants and Toddlers age groups identified similar quality characteristics.

CHARACTERISTICS OF QUALITY EARLY LEARNING PROGRAMS BY AGE OF CHILD (N=346)

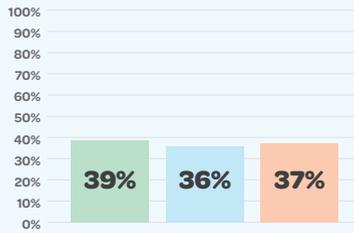
Participants could identify more than one characteristic. Source: Rhode Island Child Care Survey, 2022

■ Infants and Toddlers (N=161) ■ Preschoolers (N=185) ■ Overall

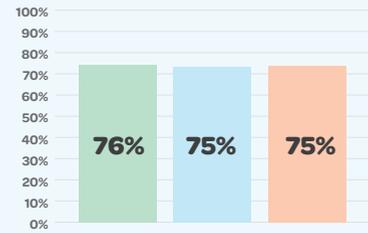
Program Has a Higher BrightStars Rating



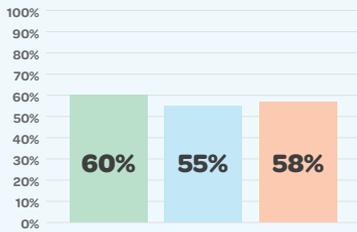
Program Staff Have a Bachelor's Degree



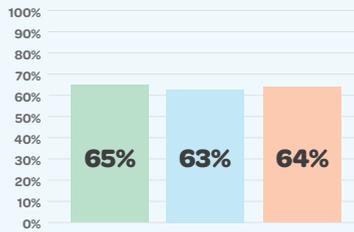
Program Has a Clear Curriculum and Assesses Children's Learning



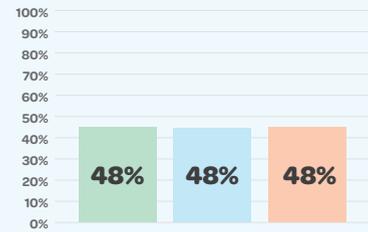
Program has Small Class Sizes



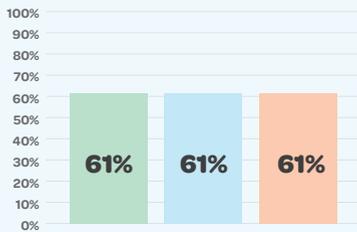
Program Prioritizes Health and Safety



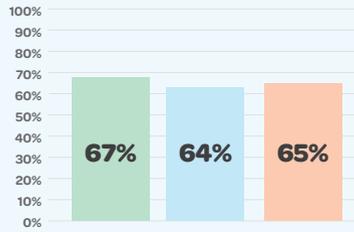
Program Prioritizes Including Children with Disabilities



Program Meaningfully Engages Families



Program Continues to Evaluate Their Own Quality and Seeks to Improve



CHARACTERISTICS OF QUALITY EARLY LEARNING PROGRAMS BY RESIDENCE

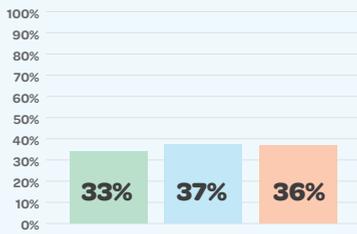
Urban Core residents identified quality characteristics at similar rates to the participants in the rest of the state. Compared to the rest of the state, fewer Urban Core residents identified quality characteristics of “the program has a clear curriculum and assesses children’s learning,” (66% Urban Core compared to 78% of the rest of the state), “meaningfully engages families” (51% Urban Core compared to 64% of the rest of the state), and “program continues to evaluate their own quality and seeks to improve (56% Urban Core compared to 68% of the rest of the state).

CHARACTERISTICS OF QUALITY EARLY LEARNING PROGRAMS BY RESIDENCE (N=346)

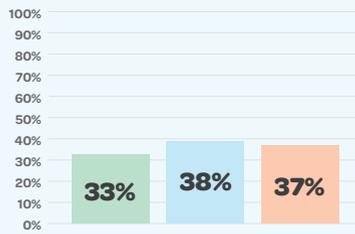
Participants could identify more than one characteristic. Source: Rhode Island Child Care Survey, 2022

Urban Core (N=82) Rest of the State (N=263) Overall (N=346)

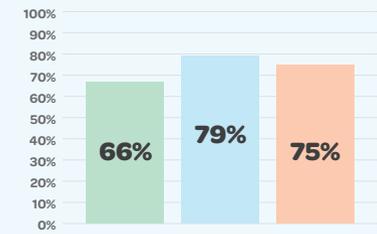
Program Has a Higher BrightStars Rating



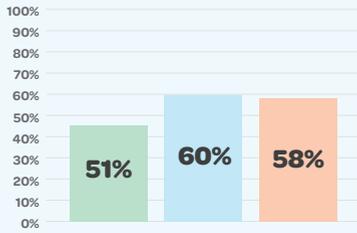
Program Staff Have a Bachelor’s Degree



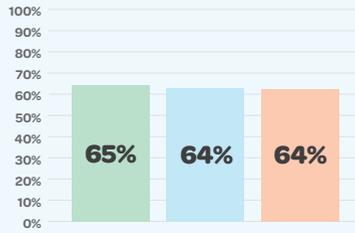
Program Has a Clear Curriculum and Assesses Children’s Learning



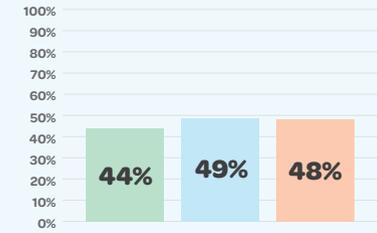
Program has Small Class Sizes



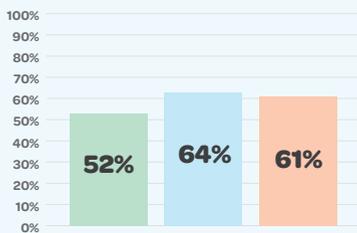
Program Prioritizes Health and Safety



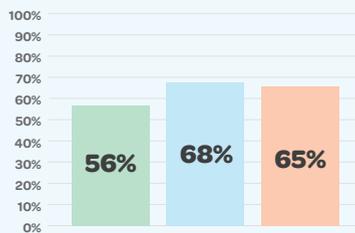
Program Prioritizes Including Children with Disabilities



Program Meaningfully Engages Families



Program Continues to Evaluate Their Own Quality and Seeks to Improve



CHARACTERISTICS OF QUALITY EARLY LEARNING PROGRAMS BY HOUSEHOLD INCOME

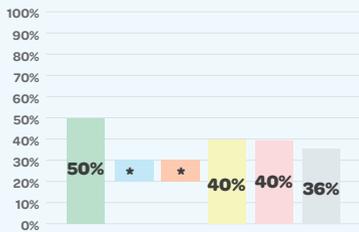
The graphics below show the percentage of participants in each income group that identified the specific characteristic of quality early learning programs. Participants identified characteristics in similar proportions.

CHARACTERISTICS OF QUALITY EARLY LEARNING PROGRAMS BY HOUSEHOLD INCOME (N=346)

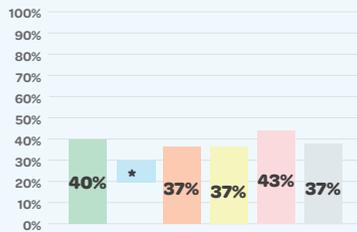
Participants could identify more than one characteristic. Source: Rhode Island Child Care Survey, 2022 Data points informed by 10 or fewer actual responses are suppressed and are represented by *.

■ <100% (N=30) ■ 100–200% (N=46) ■ 200–300% (N=41) ■ 300–400% (N=82) ■ >400% (N=172) ■ Overall (N=346)

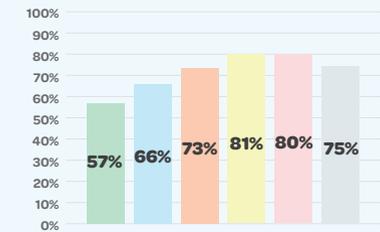
Program Has a Higher BrightStars Rating



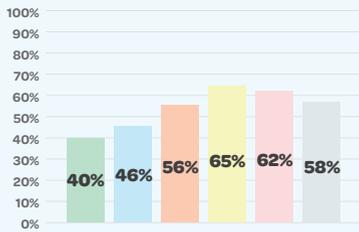
Program Staff Have a Bachelor's Degree



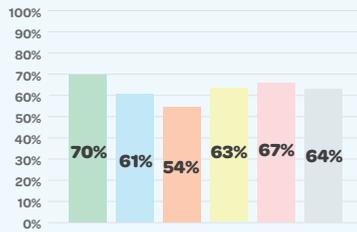
Program Has a Clear Curriculum and Assesses Children's Learning



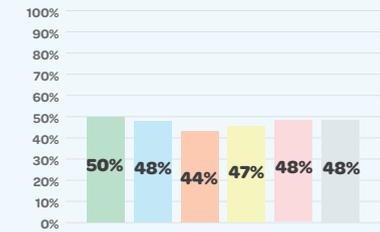
Program has Small Class Sizes



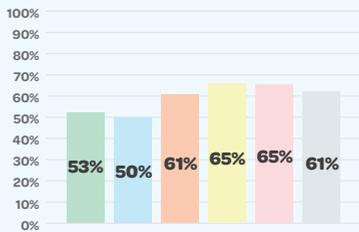
Program Prioritizes Health and Safety



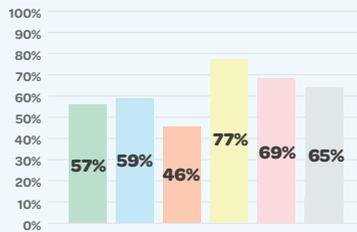
Program Prioritizes Including Children with Disabilities



Program Meaningfully Engages Families



Program Continues to Evaluate Their Own Quality and Seeks to Improve



CHARACTERISTICS OF QUALITY EARLY LEARNING PROGRAMS BY RACE AND ETHNICITY

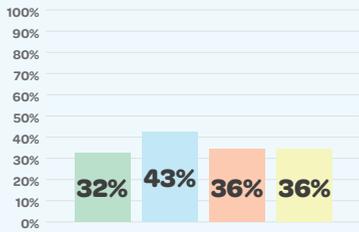
Participants’ reported characteristics of quality early learning programs were consistent across race and ethnicity. Due to the small numbers of responses in some categories, “All Other Races” includes Asian, American Indian or Alaska Native, Black or African American and participants who identified as two or more races.

CHARACTERISTICS OF QUALITY EARLY LEARNING PROGRAMS BY RACE & ETHNICITY (N=346)

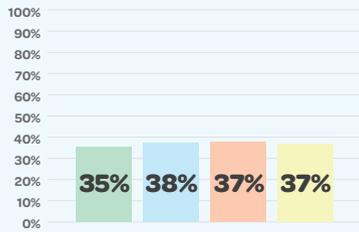
Participants could identify more than one characteristic. Source: Rhode Island Child Care Survey, 2022

Hispanic (N=71) All Other Races (N=37) White (N=238) Overall (N=346)

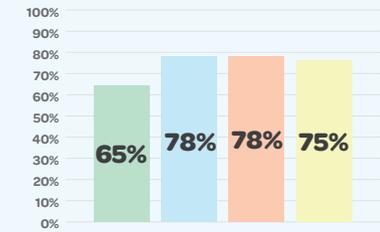
Program Has a Higher BrightStars Rating



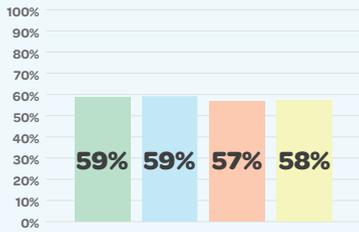
Program Staff Have a Bachelor’s Degree



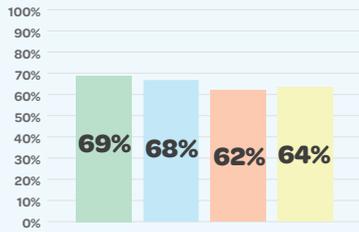
Program Has a Clear Curriculum and Assesses Children’s Learning



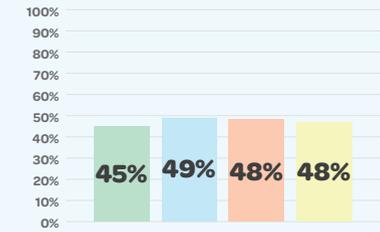
Program has Small Class Sizes



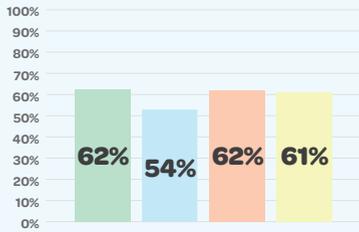
Program Prioritizes Health and Safety



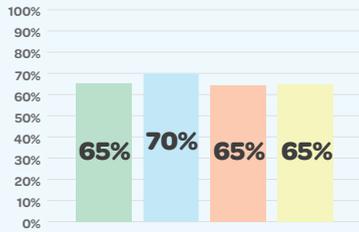
Program Prioritizes Including Children with Disabilities



Program Meaningfully Engages Families



Program Continues to Evaluate Their Own Quality and Seeks to Improve



V. Child Care for Children with Disabilities and/or Special Medical Needs

Survey participants reported that 12% (65 of 539) children had Disabilities and/or Special Medical Needs (children with disabilities). Most (98%) participants shared this information. For comparison, the 2022 RI Kids Count FactBook reports that an estimated 22% of children in Rhode Island have at least one special health care need.* Experts note that more children are identified when they enter elementary school who are older than the children who are the focus of this survey.

There is statistical confidence in the 65 children who have been reported with disabilities, meaning that the sample is likely a true representation of the state's population. Of note, however, reporting on smaller demographic subsets may not capture the full experiences of all children with Disabilities and/or Special Medical Needs.

NUMBER OF CHILDREN OVERALL AND PARTICIPATING IN CARE

Preschoolers (ages 3-5) with disabilities comprise 58% of the 65 children identified with disabilities compared to 49% of all other children.

Most (69%) children with disabilities are the only child in the household, compared to all other children in the survey, of whom 59% are the only child.

USE OF CHILD CARE SERVICES

Of the 65 children with disabilities in the survey, most (40 children, or 62%) participate in care for at least 8 hours per week.

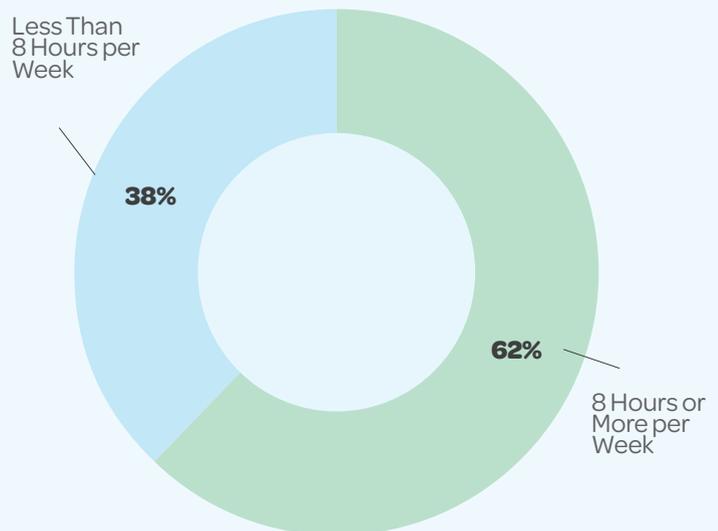
Of the 65 children with disabilities in this survey group, 40 participate in care for more than 8 hours per week. This section compares data for the 40 children with disabilities to all other children in care for more than 8 hours per weeks in the survey to identify similarities and differences in their experiences of child care services.

PARTICIPATION IN CARE FOR CHILDREN WITH DISABILITIES AND / OR SPECIAL MEDICAL NEEDS (N=65)

FIGURE 5.1

N= 65 for Children With Disabilities and/or Special Health Care Needs. N=539 for all Children in Survey. Data points informed by 10 or fewer actual responses are suppressed.

Source: State of Rhode Island Child Care Survey, 2022



AGE AND GENDER

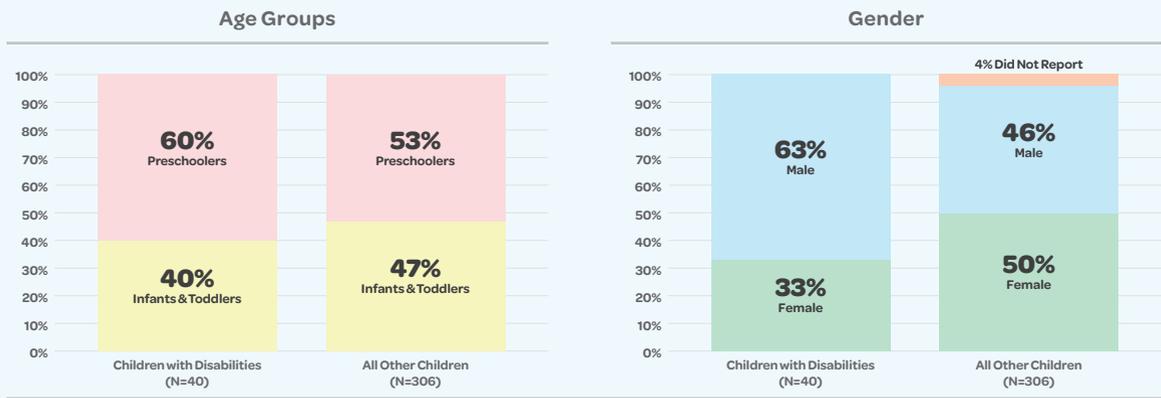
The age distribution within the group of children with disabilities shows a slightly higher proportion of Preschoolers (ages 3-5) with disabilities compared to all other children using care more than 8 hours per week. Preschoolers with disabilities represented 60% (24 out of 40) of children with Disabilities and/or Special Medical Needs, compared to 53% of all other children.

A greater proportion of the children with disabilities are male, compared to all other children. Children with disabilities are 63% male, compared to all other children, of whom 46% are male.

AGE GROUPS AND GENDER (N=40) | (N=306) Children in Care for 8 or More Hours per Week

FIGURE 5.2

Children with disabilities means Children with Disabilities and/or Special Medical Needs. N=40 for Children with disabilities in care for 8 or more hours per week. N=306 for all other children in care for 8 or more hours per week. Data points informed by 10 or fewer actual participants are suppressed. Source: State of Rhode Island Child Care Survey, 2022



LOCATION, CHILDREN WITH DISABILITIES AND / OR SPECIAL MEDICAL NEEDS BY GEOGRAPHY

Due to a small number of data points for this measure, no information can be provided.

RACE AND ETHNICITY FOR CHILDREN WITH DISABILITIES AND / OR SPECIAL MEDICAL NEEDS

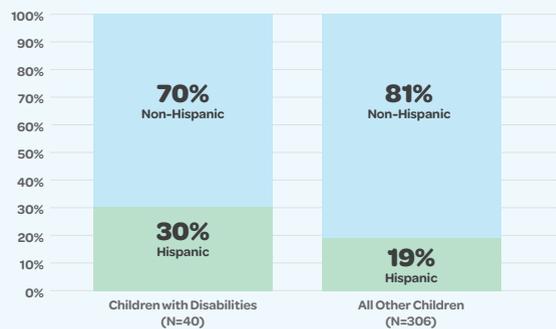
The number of responses to questions about race for children with Disabilities and/or Special Medical Needs is 10 or fewer and has been suppressed.

Of the 40 children with Disabilities and/or Special Medical Needs in care for more than 8 hours per week, 12 (30%) are Hispanic, compared to 19% of all other children in the survey population.

ETHNICITY (N=40) | (N=306) Children in Care for 8 or More Hours per Week

FIGURE 5.3

Children with disabilities means Children with Disabilities and/or Special Medical Needs. N=40 for Children with disabilities in care for 8 or more hours per week. N=306 for all other children in care for 8 or more hours per week. Data points informed by 10 or fewer actual participants are suppressed. Source: State of Rhode Island Child Care Survey, 2022



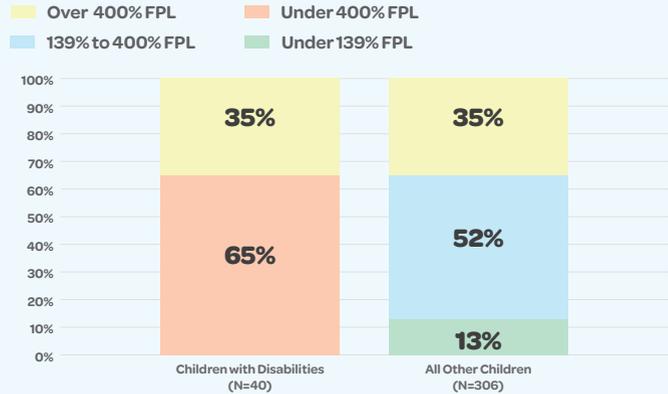
FAMILIES OF CHILDREN WITH DISABILITIES AND/OR SPECIAL MEDICAL NEEDS

Families of children with Disabilities and/or Special Medical Needs reported household income levels similar to those reported by all other families. In both groups, 35% of families reported household income of over 400% FPL. With 10 or fewer responses in some income brackets, the figure to the right shows consolidated categories.

HOUSEHOLD INCOME (N=40) | (N=306) Children in Care for 8 or More Hours per Week

FIGURE 5.4

Children with disabilities means Children with Disabilities and/or Special Medical Needs. N=40 for Children with disabilities in care for 8 or more hours per week. N=306 for all other children in care for 8 or more hours per week. Data points informed by 10 or fewer actual participants are suppressed. Source: State of Rhode Island Child Care Survey, 2022



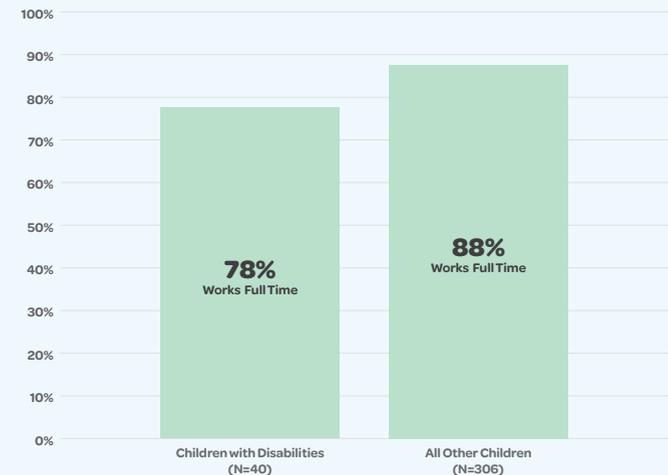
HOUSEHOLD EMPLOYMENT OF CHILDREN WITH DISABILITIES AND/OR SPECIAL MEDICAL NEEDS

Survey data about the number of workers in the household for families of children with Disabilities and/or Special Medical Needs was similar to that of all survey participants. Of the families of children with Disabilities and/or Special Medical Needs, 78% reported that at least one caregiver worked full time. In contrast, 88% of families of all other children reported that a caregiver works full time and 12% worked part time or does not work. Fewer than 11 households of children with Disabilities and/or Special Medical Needs reported no working members or more than two working members.

CAREGIVER'S WORK SCHEDULES (N=40) | (N=306) Children in Care for 8 or More Hours per Week

FIGURE 5.5

Children with disabilities means Children with Disabilities and/or Special Medical Needs. N=40 for Children with disabilities in care for 8 or more hours per week. N=306 for all other children in care for 8 or more hours per week. Data points informed by 10 or fewer actual participants are suppressed. Source: State of Rhode Island Child Care Survey, 2022



Use of Child Care, Children with Disabilities and/or Special Medical Needs

CHILD CARE SETTING

Of the children with Disabilities and/or Special Medical Needs, 50% of the children receive care at a licensed child care center, preschool or Head Start Program. The remaining 50% receive care in their own home or another location, such as a licensed family child care home, a relative's home or some other private home (further detail has been suppressed due to the small number of responses for each of these locations). The pattern was similar for All Other Children, where 55% receive care at a licensed child care center, preschool or Head Start Program and 45% received care in their own home or another location.

WHERE CHILDREN PARTICIPATE IN CARE (N=40) | (N=306)
Children in Care for 8 or More Hours per Week

FIGURE 5.6

Children with disabilities means Children with Disabilities and/or Special Medical Needs. N=40 for Children with disabilities in care for 8 or more hours per week. N=306 for all other children in care for 8 or more hours per week. Data points informed by 10 or fewer actual participants are suppressed. Source: State of Rhode Island Child Care Survey, 2022



SERVICE PARTICIPATION BY CHILDREN WITH DISABILITIES AND/OR SPECIAL MEDICAL NEEDS

Survey participants were asked about use of any Rhode Island early education programs, including:

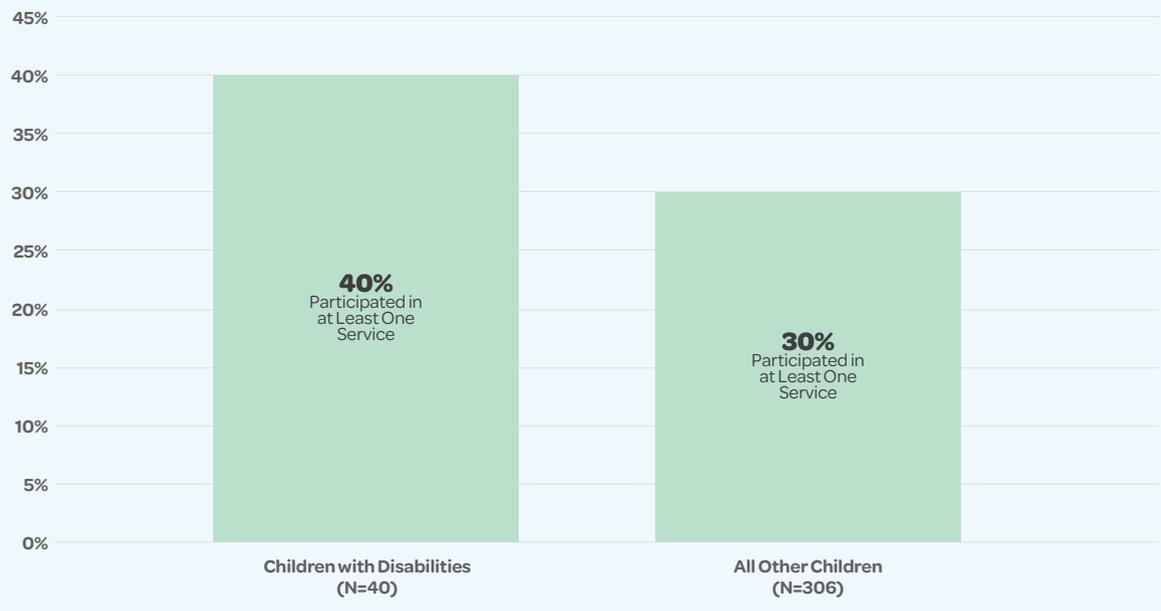
- Early Childhood Education
- Rhode Island Pre-Kindergarten
- Head Start
- Early Head Start
- DHS Child Care Assistance Program (CCAP)
- Family Home Visiting
- Early Childhood Special Education

Compared to all other children, a higher proportion of Children with Disabilities and/or Special Medical Needs reported using at least one service, compared to all other children. Data points informed by 10 or fewer responses has been suppressed and are not shown below. This limits the reporting of more detailed information about the number of services for each group as well as any differences between infants and toddlers and preschool children.

PARTICIPATION IN RI CHILD CARE SERVICES (N=40) | (N=306) Children in Care for 8 or More Hours per Week

FIGURE 5.7

Children with disabilities means Children with Disabilities and/or Special Medical Needs. N=40 for Children with disabilities in care for 8 or more hours per week. N=306 for all other children in care for 8 or more hours per week. Data points informed by 10 or fewer actual participants are suppressed. Source: State of Rhode Island Child Care Survey, 2022



SPECIFIC SERVICES ACCESSED BY CHILDREN WITH DISABILITIES AND/OR SPECIAL MEDICAL NEEDS

Of the 40 children with Disabilities and/or Special Medical Needs, more than half (21, or 53%) participated in Early Intervention services. In comparison, Early Intervention participation was reported by 13% (41 children) of all other children (306) in the survey. The number of reported participants in services for Children with Disabilities and/or Special Medical Needs was 10 or less and therefore no data has been reported for each of the following services: DHS Child Care Assistance Program (CCAP), Early Childhood Special Education Services through a school district, Early Head Start, Head Start, Rhode Island Pre-K and Family Home Visiting. Similarly, the small number of responses has resulted in suppressing data regarding the services most frequently used by Children with Disabilities and Special Medical Needs by age group.

SATISFACTION WITH CARE

Survey participants for Children with Disabilities and/or Special Medical Needs reported overall satisfaction with hours per week (90%) and satisfaction with days per week (91%). This is similar to the reported satisfaction by all other children in the survey.

SATISFACTION WITH AVAILABLE HOURS AND DAYS OF CARE Children in Care for 8 or More Hours per Week

FIGURE 5.8

Children with disabilities means Children with Disabilities and/or Special Medical Needs. N=40 for Children with disabilities in care for 8 or more hours per week. N=306 for all other children in care for 8 or more hours per week. Data points informed by 10 or fewer actual participants are suppressed. Source: State of Rhode Island Child Care Survey, 2022



THINGS PARTICIPANTS WOULD CHANGE ABOUT CARE

For Children with Disabilities and/or Special Medical Needs in care for more than 8 hours per week, 28% of caregivers reported wanting better quality care. In contrast, this reason was noted by caregivers for 9% of all other children in care more than 8 hours per week. While the reported number of responses is too small to report, caregivers of Children with Disabilities and/or Special Medical Needs expressed a desire for more convenient care and different available hours, such as before and after care and weekend care.

DIFFICULTY FINDING CARE

The survey asked about barriers to care experienced by households, these included cost and structural barriers. Households also had the choice of both cost and structural barriers. Cost barriers refer to the amount paid for child care. Structural barriers include finding care in a desired location, days of the week, hours per day, capacity, type of care setting or ability to care for child's needs. Participants could

identify more than one barrier.

Of the children in care for more than 8 hours per week, Children with Disabilities and/or Special Medical Needs encountered more barriers than all other children in the survey. Compared to all other children, 60% of Children with Disabilities and/or Special Medical Needs reported encountering a structural or cost barrier (or both) to care, compared to 35% of all other children. Data points informed by 10 or fewer actual participants are suppressed and detailed information about the specific barriers is not reported.

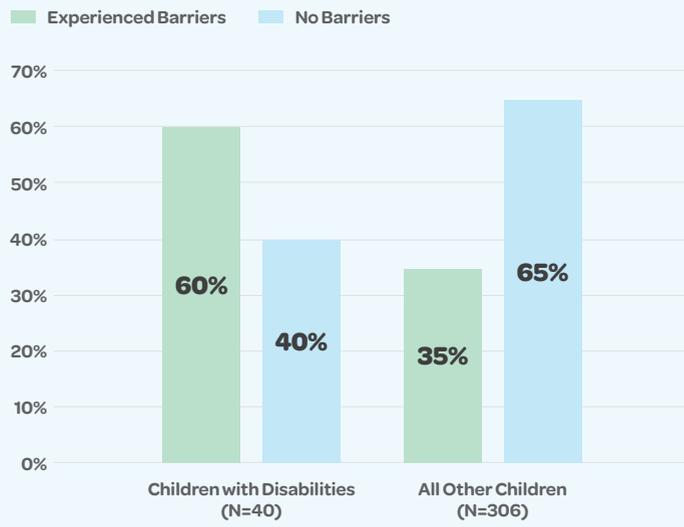
FINDING CARE

Participants were asked about their challenges to finding care and could provide multiple answers. 38% (15 children) of participants with Children with Disabilities and/or Special Medical Needs in care for more than 8 hours per week reported challenges in “finding affordable care,” compared to 33% (60 children) of all other children in care more than 8 hours per week. “Finding care in a location that is convenient for me” was reported as a challenge for 33% (13 children) of participants with children with Disabilities and/or Special Medical Needs in care for more than 8 hours per week compared to 16% (50 children) for all other children in care for more than 8 hours per week. Participants also noted the following challenges: “finding care at the times I need,” “Finding high-quality care,” and “finding a provider with capacity in their program for my child.”

CHALLENGES FINDING CARE Children in Care for 8 or More Hours per Week

FIGURE 5.9

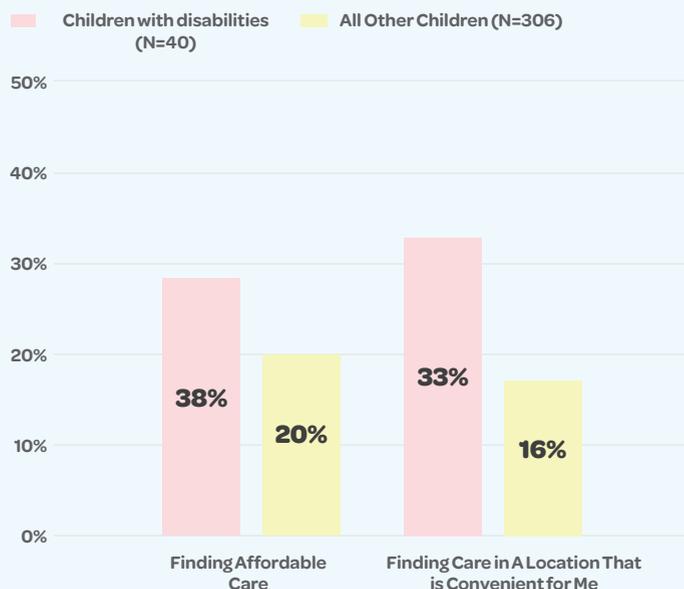
Children with disabilities means Children with Disabilities and/or Special Medical Needs. N=40 for Children with disabilities in care for 8 or more hours per week. N=306 for all other children in care for 8 or more hours per week. Data points informed by 10 or fewer actual participants are suppressed. Source: State of Rhode Island Child Care Survey, 2022



TOP CHALLENGES TO FINDING CHILD CARE Children in Care for 8 or More Hours per Week

FIGURE 5.10

Children with disabilities means Children with Disabilities and/or Special Medical Needs. N=40 for Children with disabilities in care for 8 or more hours per week. N=306 for all other children in care for 8 or more hours per week. Data points informed by 10 or fewer actual participants are suppressed. Source: State of Rhode Island Child Care Survey, 2022



EFFECT ON SCHOOL AND EMPLOYMENT

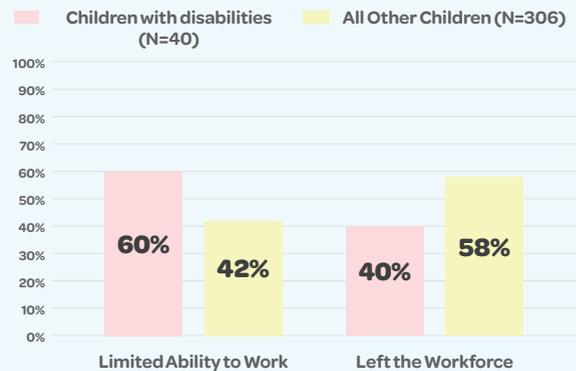
More than half (60%) of participants with Children with Disabilities and/or Special Medical Needs in care for more than 8 hours per week reported that difficulties with child care limited their ability to work or go to school. This is a higher proportion than the 42% of all other participants who reported that difficulty finding child care limited their ability to work or go to school.

Of the participants with children with Disabilities and/or Special Medical Needs in care for more than 8 hours per week, 38% reported that a family member had to leave the workforce due to difficulty finding or paying for child care, compared to 24% of all other children in care more than 8 hours per week.

CHILD CARE DIFFICULTY AFFECTED GOING TO WORK OR SCHOOL Children in Care for 8 or More Hours per Week

FIGURE 5.11

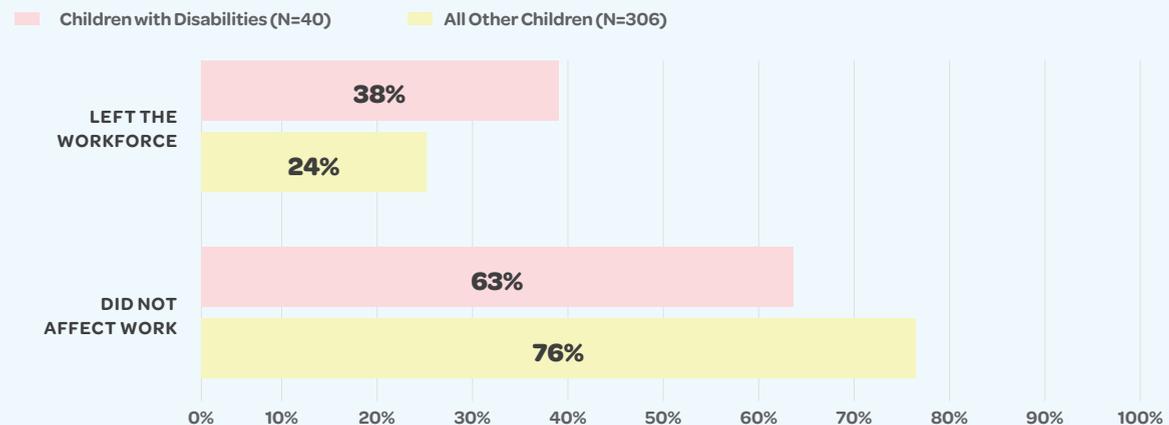
Children with disabilities means Children with Disabilities and/or Special Medical Needs. N=40 for Children with disabilities in care for 8 or more hours per week. N=306 for all other children in care for 8 or more hours per week. Data points informed by 10 or fewer actual participants are suppressed. Source: State of Rhode Island Child Care Survey, 2022



LEFT THE WORKFORCE DUE TO CHILD CARE DIFFICULTY Children in Care for 8 or More Hours per Week

FIGURE 5.12

Children with disabilities means Children with Disabilities and/or Special Medical Needs. N=40 for Children with disabilities in care for 8 or more hours per week. N=306 for all other children in care for 8 or more hours per week. Data points informed by 10 or fewer actual participants are suppressed. Source: State of Rhode Island Child Care Survey, 2022



VI. Children involved in the Child Welfare System

Despite efforts to reach out to families with children involved in the Child Welfare System, the survey identified only 30 children who are in kinship care or foster care, of whom 19 participate in child care services for more than 8 hours per week. This small sample size does not allow us to report on details of the respondents. The Department of Children Youth and Families has more robust data on their website: <https://dcyf.ri.gov/data-analytics>.

VII. Exclusionary Discipline: Children Asked to Leave Care

Of the 346 children in care for more than 8 hours per week, 24 (7%) reported ever being asked to “take a break” and leave care temporarily or permanently. Children may be asked to leave care for any number of reasons, including challenging behaviors or unpaid bills from families.

The Early Childhood Team decided to ask about exclusionary discipline in this way, because that is often the language used with families. However, regardless of what these practices are called, the impact on children remains the same.

National research finds that exclusionary discipline is a concern for young children and can have lasting impacts on a child’s development. Providing detailed data for this group of children is limited by the small number of responses and this report’s guideline that data informed by 10 or fewer responses is not reported.

Conclusion

Detailed data supporting the graphics shown throughout this report are included in Appendix A. Users reviewing these tables should note that data points informed by 10 or fewer responses have been suppressed.



Appendix A

Breakouts by Key Variables

A – 3. CHILDREN AND HOUSEHOLDS IN THE SURVEY

| | |
|-------------------|---|
| Table A1. | Children's Gender, Statewide |
| Table A2. | Children's Ages, Statewide |
| Table A3. | Children's Residence, Statewide |
| Table A4. | Children's Race and Ethnicity, Statewide |
| Table A5. | Children's Language, Statewide |
| Table A6. | Household, Adults Over the Age of 18 |
| Table A7. | Household, Number of Children in Home |
| Table A8. | Household, Caregiver Employment |
| Table A9. | Household, Education Level |
| Table A10. | Household, Income (FPL) |
| Table A11. | Household, Income (FPL) by Residence |
| Table A12. | Children with Disabilities and/or Special Medical Needs, Statewide |
| Table A13. | Children with Disabilities and/or Special Medical Needs, Residence |
| Table A14. | Children with Disabilities and/or Special Medical Needs, Age of Child |
| Table A15. | Children in the Child Welfare System, Statewide |

A – 4. PARTICIPATION IN CHILD CARE SERVICES FOR MORE THAN 8 HOURS PER WEEK

| | |
|-------------------|---|
| Table A16. | Child in Care for 8 or More hours, Statewide |
| Table A17. | Child Care Setting, Statewide |
| Table A18. | Child in Care for 8 or More hours, By Care Setting |
| Table A19. | Children in Care for 8 or More Hours, Care Setting By Household Income (FPL) |
| Table A20. | Children in Care for 8 or More Hours, By Age of Child |
| Table A21. | Children in Care for 8 or More Hours, Child Care Setting by Residence |
| Table A22. | Children in Care for 8 or More Hours, Child Care Setting by Race and Ethnicity |
| Table A23. | Children in Care for 8 or More Hours, Early Childhood Program Services, Number of Services Participated in, Statewide |
| Table A24. | Children in Care for 8 or More Hours, Early Childhood Program Services, Statewide |
| Table A25. | Children in Care 8 or More Hours, Early Childhood Program Services, By Residence |

| | |
|-------------------|--|
| Table A26. | Children in Care 8 or More Hours, Early Childhood Program Services, Number of Services Participated in, By Race and Ethnicity |
| Table A27. | Children in Care 8 or More Hours, Early Childhood Program Services, By Race and Ethnicity |
| Table A28. | Children in Care 8 or More Hours, Cost of Child Care Weekly, Statewide |
| Table A29. | Children in Care 8 or More Hours, Cost of Child Care Weekly, By Age of Child |
| Table A30. | Children in Care 8 or More Hours, Cost of Child Care Weekly, Household Income (FPL) |
| Table A31. | Children in Care 8 or More Hours, Satisfaction with Child Care (Hours and Days), Statewide |
| Table A32. | Children in Care 8 or More Hours, Barriers to Finding Child Care, Statewide |
| Table A33. | Children in Care 8 or More Hours, Difficulty Finding Child Care, Statewide |
| Table A34. | Children in Care 8 or More Hours, Barriers to Finding Child Care, By Age of Child |
| Table A35. | Children in Care 8 or More Hours, Barriers to Finding Child Care, By Residence |
| Table A36. | Children in Care 8 or More Hours, Barriers to Finding Child Care, By Race and Ethnicity |
| Table A37. | Children in Care 8 or More Hours, Difficulty Finding Child Care, By Household Income (FPL) |
| Table A38. | Children in Care 8 or More Hours, Reasons for Difficulty Finding Child Care, Statewide |
| Table A39. | Children in Care 8 or More Hours, Desired Changes to Child Care Arrangement, Other than Cost, Statewide |
| Table A40. | Children in Care 8 or More Hours, Desired Changes to Child Care Arrangement, Other than Cost, By Age of Child |
| Table A41. | Children in Care 8 or More Hours, Desired Changes to Child Care Arrangement, Other than Cost, By Residence |
| Table A42. | Children in Care 8 or More Hours, Desired Change to Child Care Arrangement, Other than Cost, By Race and Ethnicity |
| Table A43. | Children in Care 8 or More Hours, Effect of Difficulties with Child Care on Employment or Education, Statewide |
| Table A44. | Children in Care 8 or More Hours, Effect of Difficulties with Child Care on Employment or Education, By Age of Child |
| Table A45. | Children in Care 8 or More Hours, Effect of Difficulties with Child Care on Employment or Education, By Residence |
| Table A46. | Children in Care 8 or More Hours, Effect of Difficulties with Child Care on Employment or Education, By Race and Ethnicity |
| Table A47. | Children in Care 8 or More Hours, Effect of Difficulties with Child Care on Employment or Education, By Household Income (FPL) |
| Table A48. | Children in Care for 8 or More Hours, Characteristics of Quality Early Learning Programs, Statewide |
| Table A49. | Children in Care for 8 or More Hours, Characteristics of Quality Early Learning Programs, By Age of Child |

- Table A50.** Children in Care for 8 or More Hours, Characteristics of Quality Early Learning Programs, By Residence
- Table A51.** Children in Care for 8 or More Hours, Characteristics of Quality Early Learning Programs, By Household Income (FPL)
- Table A52.** Children in Care for 8 or More Hours, Characteristics of Quality Early Learning Programs, By Race & Ethnicity

A – 5. CHILD CARE FOR CHILDREN WITH DISABILITIES AND/OR SPECIAL MEDICAL NEEDS

- Table A53.** Children with Disabilities and/or Special Medical Needs, By Age of Child
- Table A54.** Children with Disabilities and/or Special Medical Needs, Number of Children in Household
- Table A55.** Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, Statewide
- Table A56.** Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, By Age of Child
- Table A57.** Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, By Gender
- Table A58.** Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, By Race and Ethnicity
- Table A59.** Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, By Household Income (FPL)
- Table A60.** Children in Care 8 or More Hours, Child Care for Children with Disabilities and/or Special Medical Needs, By Employment
- Table A61.** Children in Care 8 or More Hours, Child with Disabilities and/or Special Medical Needs, Care Setting
- Table A62.** Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, Number of Early Childhood Program Services Participated In
- Table A63.** Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, Early Childhood Program Services Participated In
- Table A64.** Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, Satisfaction with Care (Hours and Days)
- Table A65.** Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, Desired Changes to Child Care Arrangement, Other than Cost
- Table A66.** Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, Barriers to Finding Child Care
- Table A67.** Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, Top Challenges to Finding Child Care

Table A68. Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, Effect of Difficulties with Child Care on Employment or Education

Table A69. Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, Left the Workforce Due to Child Care Difficulty

A – 6. CHILDREN INVOLVED IN THE CHILD WELFARE SYSTEM

Table A70. Children in the Child Welfare System, Statewide

Table A71. Children in Care 8 or More Hours, Children in the Child Welfare System, Statewide

A – 7. CHILDREN ASKED TO LEAVE CARE

Table A72. Children in Care 8 or More Hours, Children asked to ‘take a break’ from Care, Statewide

Table A73. Children in Care 8 or More Hours, Children asked to ‘take a break’ from Care, By Race and Ethnicity

A – 3. CHILDREN AND HOUSEHOLDS IN THE SURVEY

Table A1.
Children’s Gender, Statewide

| | NUMBER | PERCENT |
|-----------|--------|---------|
| Female | 261 | 48% |
| Male | 265 | 49% |
| No Answer | 13 | 2% |

Table A2.
Children’s Ages, Statewide

| | NUMBER | PERCENT |
|-------|--------|---------|
| Age 0 | 53 | 10% |
| Age 1 | 103 | 19% |
| Age 2 | 118 | 22% |
| Age 3 | 95 | 18% |
| Age 4 | 120 | 22% |
| Age 5 | 50 | 9% |

Table A3.
Children’ Residence, Statewide

| | NUMBER | PERCENT |
|-------------------|--------|---------|
| Urban Core | 153 | 28% |
| Rest of the State | 383 | 71% |
| Did Not Answer | 3 | 1% |

**Table A4.
Children’s Ethnicity and Race, Statewide**

| | NUMBER | PERCENT |
|---------------------------|--------|---------|
| All Other Races* | 12 | 2% |
| Black or African American | 23 | 4% |
| Hispanic | 121 | 22% |
| Two or More Races | 36 | 7% |
| White | 347 | 64% |

**Table A5.
Children’s Language, Statewide**

| | NUMBER | PERCENT |
|----------------|--------|---------|
| English | 456 | 85% |
| Spanish | 46 | 8% |
| Other Language | 37 | 7% |

**Table A6.
Household, Adults Over the Age of 18**

| | NUMBER | PERCENT |
|--|--------|---------|
| Two Adults over the age of 18 in household | 449 | 83% |
| One adult over the age of 18 household | 90 | 17% |

**Table A7.
Household, Number of Children in Home**

| | NUMBER | PERCENT |
|------------------------|--------|---------|
| One Child | 324 | 60% |
| Two Children | 200 | 37% |
| Three Children or More | 15 | 3% |

**Table A8.
Household, Caregiver Employment**

| | NUMBER | PERCENT |
|---------------------------------------|--------|---------|
| One Full Time Working Adult | 139 | 28% |
| Two or Three Full Time Working Adults | 310 | 55% |
| One or More Part Time Working Adults | 50 | 9% |
| Not Working | 30 | 8% |

**Table A9.
Household, Education Level**

| | NUMBER | PERCENT |
|---|--------|---------|
| Four-Year College Degree or more | 345 | 64% |
| Associate Degree, Technical Degree | 42 | 8% |
| Some College, Junior College, 2 Year Degree | 68 | 13% |
| High School, GED | 55 | 10% |
| Less than High School | 18 | 3% |

Table A10.
Household, Income (FPL)

| | NUMBER | PERCENT |
|-------------------|--------|---------|
| Less than 50% FPL | 36 | 7% |
| 50% to 99% FPL | 35 | 7% |
| 100% to 200% FPL | 87 | 16% |
| 200% to 300% FPL | 67 | 12% |
| 300% to 400% FPL | 85 | 16% |
| 400%+ FPL | 229 | 42% |

Table A11.
Household, Income (FPL) by Residence

| | NUMBER | PERCENT |
|-------------------------------------|--------|---------|
| Under 300% FPL; Urban Core | 92 | 60% |
| 300% to 400% FPL; Urban Core | 25 | 16% |
| Over 400% FPL; Urban Core | 36 | 24% |
| Under 300% FPL; Rest of the State | 128 | 33% |
| 300% to 400% FPL; Rest of the State | 60 | 16% |
| Over 400% FPL; Rest of the State | 195 | 51% |
| Under 300%; Statewide | 223 | 41% |
| 300% to 400% FPL; Statewide | 85 | 16% |
| Over 400% FPL; Statewide | 231 | 43% |

Table A12.
Children with Disabilities and/or Special Medical Needs, Statewide

| | NUMBER | PERCENT |
|---|--------|---------|
| Children with Disabilities and/or Special Medical Needs | 65 | 12% |
| All Other Children | 461 | 86% |
| No Answer | 13 | 2% |

Table A13.
Children with Disabilities and/or Special Medical Needs, Residence

| | NUMBER | PERCENT |
|--|--------|---------|
| Children with D/SMN; Urban Core | 19 | 29% |
| Children with D/SMN; Rest of the State | 46 | 70% |
| All Other Children; Urban Core | 134 | 28% |
| All Other Children; Rest of the State | 338 | 71% |
| No Answer | 2 | 1% |

Table A14.
Children with Disabilities and/or Special Medical Needs, Age of Child

| | NUMBER | PERCENT |
|---|--------|---------|
| Children with D/SMN; Infants & Toddlers | 27 | 42% |
| Children with D/SMN; Preschoolers | 38 | 58% |
| All Other Children; Infants & Toddlers | 247 | 52% |
| All Other Children; Preschoolers | 227 | 48% |

Table A15.
Children in the Child Welfare System, Statewide

| | NUMBER | PERCENT |
|--------------------------------------|--------|---------|
| Children in the Child Welfare System | 30 | 4.8% |
| All Other Children | 509 | 95.2% |

A - 4. PARTICIPATION IN CHILD CARE SERVICES FOR MORE THAN 8 HOURS PER WEEK

Table A16.
Child in Care for 8 or More Hours, Statewide

| | NUMBER | PERCENT |
|-----------------------------------|--------|---------|
| Child in Care for 8 or more Hours | 346 | 64% |
| Not Applicable | 193 | 36% |

Table A17.
Child Care Setting, Statewide

| | NUMBER | PERCENT |
|--|--------|---------|
| A Licensed Child Care Center, Preschool, or Head Start Program | 197 | 37% |
| Their Own Home | 104 | 19% |
| A Relative's Home | 56 | 10% |
| A Licensed Family Child Care Home | 15 | 3% |
| Other | 10 | 2% |
| None of These/ Did Not Answer | 157 | 29% |

Table A18.
Child in Care for 8 or More Hours, By Care Setting

| | NUMBER | PERCENT |
|--|--------|---------|
| A Licensed Child Care Center, Preschool, or Head Start Program | 192 | 57% |
| Their Own Home | 81 | 24% |
| A Relatives Home | 50 | 15% |
| A Licensed Family Child Care Home | 15 | 4% |
| Not Applicable | 8 | N/A |

Table A19.
Children in Care for 8 or More Hours, Care Setting by Household Income (FPL)

| | NUMBER | PERCENT |
|--|--------|---------|
| Over 400% FPL; A Licensed Child Care Center, Preschool, or Head Start Program | 107 | 66% |
| Over 400% FPL; A relatives home | 27 | 17% |
| Over 400% FPL; Their own home | 27 | 17% |
| 200% to 400% FPL; A Licensed Child Care Center, Preschool, or Head Start Program | 48 | 52% |
| 200% to 400% FPL; A relatives home | 15 | 16% |
| 200% to 400% FPL; Their Own Home | 30 | 32% |
| Less than 200% FPL; A Licensed Child Care Center, Preschool, or Head Start Program | 37 | 61% |
| Less than 200% FPL; A Relatives Home | 24 | 39% |
| Not reportable | 31 | N/A |

Table A20.
Children in Care for 8 or More Hours, By Age of Child

| | NUMBER | PERCENT |
|------------------------------|--------|---------|
| Infant & Toddlers (Ages 0–2) | 161 | 47% |
| Preschoolers (Ages 3–5) | 185 | 53% |

Table A21.
Children in Care 8 or More Hours, Child Care Setting by Residence

| | NUMBER | PERCENT |
|---|--------|---------|
| Urban Core; A Licensed Child Care Center, Preschool, or Head Start Program | 42 | 51% |
| Urban Core; A relative's home | 11 | 13% |
| Urban Core; Their own home | 20 | 24% |
| Urban Core; Some other place | 9 | 11% |
| Rest of the State; A Licensed Child Care Center, Preschool, or Head Start Program | 150 | 57% |
| Rest of the State; A relative's home | 39 | 15% |
| Rest of the State; Their own home | 60 | 23% |
| Rest of the State; Some other place | 14 | 5% |
| Statewide; A Licensed Child Care Center, Preschool, or Head Start Program | 192 | 56% |
| Statewide; A relative's home | 50 | 14% |
| Statewide; Their own home | 80 | 23% |
| Statewide; Some other place | 23 | 7% |

Table A22.
Children in Care 8 or More Hours, Child Care Setting, By Race and Ethnicity

| | NUMBER | PERCENT |
|---|--------|---------|
| A Licensed Child Care Center, Preschool, or Head Start Program; Hispanic | 31 | 44% |
| A Licensed Child Care Center, Preschool, or Head Start Program; All Other Races | 21 | 57% |
| A Licensed Child Care Center, Preschool or Head Start Program; White | 140 | 59% |
| Their Own Home; Hispanic | 21 | 30% |
| Their Own Home; All Other Races | * | * |
| Their Own Home; White | 51 | 21% |
| Other Care Settings; Hispanic | 19 | 27% |
| Other Care Settings; All Other Races | * | * |
| Other Care Settings; White | 47 | 20% |

Table A23.
Children in Care 8 or More Hours, Early Childhood Program Services, Number of Services Participated in, Statewide

| | NUMBER | PERCENT |
|---|--------|---------|
| Used one service | 113 | 32% |
| Used two services | 39 | 11% |
| Used three or more services | 13 | 4% |
| Has not used any services or did not answer | 184 | 53% |

Table A24.
Children in Care for 8 or More Hours, Early Childhood Program Services, Statewide

| | NUMBER | PERCENT |
|--|--------|---------|
| Early Intervention | 62 | 18% |
| Rhode Island Pre-K | 53 | 15% |
| Head Start | 34 | 10% |
| DHS Child Care Assistance Program (CCAP) | 28 | 8% |
| Early Head Start | 20 | 6% |
| Family Home Visiting | 20 | 6% |
| Early Childhood Special Education Services | 18 | 5% |

Table A25.
Children in Care for 8 or More Hours, Early Childhood Program Services, By Residence

| | NUMBER | PERCENT |
|---|--------|---------|
| Early Intervention; Urban Core | 22 | 26% |
| Early Intervention; Rest of the State | 40 | 37% |
| Early Intervention; Statewide | 16 | 15% |
| Rhode Island Pre-Kindergarten Program (RI Pre-K); Urban Core | 14 | 17% |
| Rhode Island Pre-Kindergarten Program (RI Pre-K); Rest of the State | 11 | 8% |
| Rhode Island Pre-Kindergarten Program (RI Pre-K); Statewide | 17 | 10% |
| Head Start; Urban Core | 36 | 21% |
| Head Start; Rest of the State | 51 | 6% |
| Head Start; Statewide | 33 | 10% |
| All Other Services; Urban Core | 17 | 19% |
| All Other Services; Rest of the State | 44 | 24% |
| All Other Services; Statewide | 61 | 18% |
| Not Applicable/ Did Not Answer | 268 | N/A |

Table A26.
Children in Care for 8 or More Hours, Early Childhood Program Services, Number of Services Participated in, By Race and Ethnicity

| | NUMBER | PERCENT |
|---|--------|---------|
| Used 1 Service or More; Hispanic | 46 | 65% |
| Used 1 Service or More; All Other Races | 21 | 58% |
| Used 1 Service or More; White | 95 | 40% |
| Used 1 Service or More; Statewide | 162 | 47% |
| Did Not Use Services; Hispanic | 25 | 35% |
| Did Not Use Services; All Other Races | 15 | 42% |
| Did Not Use Services; White | 143 | 60% |
| Did Not Use Services; Statewide | 183 | 53% |

Table A27.
Children in Care for 8 or More Hours, Early Childhood Program Services, By Race and Ethnicity

| | NUMBER | PERCENT |
|--|--------|---------|
| Head Start; Hispanic | 19 | 56% |
| Head Start; All Races, Non-Hispanic | 15 | 44% |
| Head Start; Statewide | 34 | N/A |
| Early Head Start; Hispanic | * | * |
| Early Head Start; All Races Non-Hispanic | 11 | 55% |
| Early Head Start; Statewide | * | * |
| CCAP; Hispanic | * | * |
| CCAP; All Races Non-Hispanic | 18 | 64% |
| CCAP; Statewide | * | * |
| Early Intervention; Hispanic | 16 | 26% |
| Early Intervention; All Races Non-Hispanic | 46 | 74% |
| Early Intervention; Statewide | 62 | N/A |
| Early Childhood Special Education Services; Hispanic | * | * |
| Early Childhood Special Education Services; All Races Non-Hispanic | 15 | 83% |
| Early Childhood Special Education Services; Statewide | * | * |
| Pre-K; Hispanic | 13 | 25% |
| Pre-K; All Races Non-Hispanic | 40 | 75% |
| Pre-K; Statewide | 53 | N/A |
| Family Home Visiting; Hispanic | * | * |
| Family Home Visiting; All Races Non-Hispanic | 13 | 65% |
| Family Home Visiting; Statewide | * | * |
| *Data points informed by fewer than 10 actual respondents have been suppressed | | |

Table A28.
Children in Care 8 or More Hours, Cost of Child Care Weekly, Statewide

| | NUMBER | PERCENT |
|-------------------------------|--------|---------|
| \$100 or Less | 44 | 18% |
| \$101 to \$200 | 61 | 25% |
| \$201 to \$300 | 83 | 34% |
| \$301 to \$400 | 37 | 15% |
| More than \$400 | 19 | 8% |
| Not Applicable/Did Not Answer | 102 | N/A |

Table A29.
Children in Care 8 or More Hours, Cost of Child Care Weekly, By Age of Child

| | NUMBER | PERCENT |
|--------------------------------------|--------|---------|
| Infants and Toddlers; \$100 or Less | 14 | 13% |
| Infants and Toddlers; \$101 to \$200 | 27 | 25% |
| Infants and Toddlers; \$201 to \$300 | 39 | 36% |
| Infants and Toddlers; \$300 or More | 27 | 25% |
| Preschoolers; \$100 or Less | 30 | 22% |
| Preschoolers; \$101 to \$200 | 34 | 25% |
| Preschoolers; \$201 to \$300 | 44 | 32% |
| Preschoolers; \$300 or More | 29 | 21% |
| Statewide; \$100 or Less | 44 | 18% |
| Statewide; \$101 to \$200 | 61 | 25% |
| Statewide; \$201 to \$300 | 83 | 34% |
| Statewide; \$300 or More | 56 | 23% |
| Not Applicable/Did Not Know | 102 | N/A |

Table A30.
Children in Care 8 or More Hours, Cost of Child Care Weekly, By Household Income (FPL)

| | NUMBER | PERCENT |
|-----------------------------------|--------|---------|
| \$200 or Less; Under 139% FPL | 15 | 14% |
| \$200 or Less; 139% to 400% FPL | 40 | 38% |
| \$200 or Less; Over 400% FPL | 50 | 48% |
| More than \$200; Under 139% FPL | 12 | 9% |
| More than \$200; 139% to 400% FPL | 28 | 20% |
| More than \$200; Over 400% FPL | 99 | 71% |
| Not Applicable/Did Not Answer | 102 | N/A |

Table A31.
Children in Care 8 or More Hours, Satisfaction with Child Care (Hours and Days), Statewide

| | NUMBER | PERCENT |
|---|--------|---------|
| Satisfied with Days or Hours per Week | 14 | 4% |
| Satisfied with Both Hours and Days per Week | 316 | 91% |
| Not Satisfied with Days or Hours per Week | 16 | 5% |

Table A32.
Children in Care 8 or More Hours, Barriers to Finding Child Care, Statewide

| | NUMBER | PERCENT |
|---|--------|---------|
| Cost or Structural Barriers to Services | 62 | 18% |
| Both Cost and Structural Barriers to Services | 66 | 19% |
| No Barriers | 215 | 62% |
| Did Not Answer | 3 | 1% |

Table A33.
Children in Care 8 or More Hours, Difficulty Finding Child Care, Statewide

| | NUMBER | PERCENT |
|----------------------------|--------|---------|
| Difficulty Finding Care | 128 | 37% |
| No Difficulty Finding Care | 215 | 63% |
| Did Not Answer | 3 | N/A |

Table A34.
Children in Care 8 or More Hours, Barriers to Finding Child Care, By Age of Child

| | NUMBER | PERCENT |
|---|--------|---------|
| Experienced Barriers; Infants & Toddlers (Age 0 – 2) | 58 | 36% |
| Experienced Barriers; Preschoolers (Age 3 – 5) | 70 | 38% |
| No Barriers Experienced; Infants & Toddlers (Age 0 – 2) | 39 | 64% |
| No Barriers Experienced; Preschoolers (Age 3 – 5) | 44 | 62% |
| Did Not Answer | 3 | N/A |

Table A35.
Children in Care for 8 or More Hours, Barriers to Finding Child Care, By Residence

| | NUMBER | PERCENT |
|---------------------------------|--------|---------|
| Any Barriers; Urban Core | 34 | 42% |
| Any Barriers; Rest of the State | 94 | 36% |
| Any Barriers; Statewide | 128 | 37% |
| No Barriers; Urban Core | 47 | 58% |
| No Barriers; Rest of the State | 167 | 64% |
| No Barriers; Statewide | 214 | 63% |
| Not Applicable/ Did Not Answer | 4 | N/A |

Table A36.
Children in Care for 8 or More Hours, Barriers to Finding Child Care, By Race and Ethnicity

| | NUMBER | PERCENT |
|-------------------------------|--------|---------|
| Any Barriers; Hispanic | 31 | 44% |
| Any Barriers; White | 86 | 36% |
| Any Barriers; All Other Races | 11 | 30% |
| No Barriers; Hispanic | 39 | 56% |
| No Barriers; White | 150 | 64% |
| No Barriers; All Other Races | 26 | 70% |
| Did Not Answer | 3 | N/A |

Table A37.
Children in Care 8 or More Hours, Difficulty Finding Child Care, By Household Income (FPL)

| | NUMBER | PERCENT |
|---|--------|---------|
| Had Difficulty; Under 100% FPL | 17 | 57% |
| Did not have Difficulty; Under 100% FPL | 13 | 43% |
| Had Difficulty; 100% to 200% FPL | 18 | 40% |
| Did not have Difficulty; 100% to 200% FPL | 27 | 60% |
| Had Difficulty; 200% to 300% FPL | 14 | 34% |
| Did not have Difficulty; 200% to 300% FPL | 27 | 66% |
| Had Difficulty; 300% to 400% FPL | 16 | 28% |
| Did not have Difficulty; 300% to 400% FPL | 41 | 72% |
| Had Difficulty; Over 400% FPL | 63 | 37% |
| Did not have Difficulty; Over 400% FPL | 107 | 63% |
| Did Not Answer | 3 | N/A |

Table A38.
Children in Care 8 or More Hours, Reasons for Difficulty Finding Child Care, Statewide

| | NUMBER | PERCENT |
|---|--------|---------|
| Affordable Care | 75 | 22% |
| Convenient Location | 63 | 18% |
| Capacity of Programs | 62 | 18% |
| High-quality Care | 47 | 14% |
| Timing of Care | 43 | 12% |
| Well Qualified Provider | 37 | 11% |
| Preferred Care Setting | 25 | 7% |
| Provider can meet developmental or behavioral health needs | 16 | 5% |
| Supports my child's needs related to physical or other disability | 14 | 4% |
| Cultural Fit | 15 | 4% |

Table A39.
Children in Care 8 or More Hours, Desired Changes to Child Care Arrangement, Other than Cost, Statewide

| | NUMBER | PERCENT |
|-----------------------|--------|---------|
| Different Hours | 83 | 25% |
| Better Quality Care | 54 | 16% |
| Location | 37 | 11% |
| Convenience | 29 | 9% |
| Setting | 28 | 8% |
| Meet Learning Needs | 26 | 8% |
| Transportation | 25 | 7% |
| Some Other Change | 20 | 6% |
| Meet Behavioral Needs | 17 | 5% |
| Cultural Fit | 15 | 4% |

Table A40.
Children in Care 8 or More Hours, Desired Changes to Child Care Arrangement, Other than Cost, By Age of Child

| | NUMBER | PERCENT |
|---|--------|---------|
| Convenient Location; Infants & Toddlers (Age 0 – 2) | 17 | 46% |
| Convenient Location; Preschoolers (Age 3 – 5) | 20 | 54% |
| Better Quality Care; Infants & Toddlers (Age 0 – 2) | 25 | 46% |
| Better Quality Care; Preschoolers (Age 3 – 5) | 29 | 54% |
| Different Hours; Infants & Toddlers (Age 0 – 2) | 34 | 41% |
| Different Hours; Preschoolers (Age 3 – 5) | 49 | 59% |
| Some Other Change; Infants & Toddlers (Age 0 – 2) | 54 | 34% |
| Some Other Change; Preschoolers (Age 3 – 5) | 106 | 66% |
| Did Not Answer | | 8 |

Table A41.
Children in Care 8 or More Hours, Desired Changes to Child Care Arrangement, Other than Cost, By Residence

| | NUMBER | PERCENT |
|--|--------|---------|
| Different available hours; Urban Core | 26 | 8% |
| Different available hours; Rest of the State | 57 | 17% |
| Different available hours; Statewide | 83 | 25% |
| Better quality care; Urban Core | 13 | 4% |
| Better quality care; Rest of the State | 41 | 12% |
| Better quality care; Statewide | 54 | 16% |
| Different Setting; Urban Core | 12 | 4% |
| Different Setting; Rest of the State | 16 | 5% |
| Different Setting; Statewide | 28 | 8% |

Table A42.
Children in Care 8 or More Hours, Desired Change to Child Care Arrangement, Other than Cost, By Race and Ethnicity

| | NUMBER | PERCENT |
|---|--------|---------|
| Different Available Hours; Hispanic | 17 | 20% |
| Different Available Hours; All Races Non-Hispanic | 66 | 80% |
| Different Setting; Hispanic | 16 | 57% |
| Different Setting; All Races Non-Hispanic | 12 | 43% |

Table A43.
Children in Care 8 or More Hours, Effect of Difficulties with Child Care on Employment or Education, Statewide

| | NUMBER | PERCENT |
|--|--------|---------|
| Finding or paying for child care ever prevented work or school | 154 | 45% |
| Ever left the workforce because of difficulty finding or paying for child care | 87 | 25% |

Table A44.
Children in Care 8 or More Hours, Effect of Difficulties with Child Care on Employment or Education, By Age of Child

| | NUMBER | PERCENT |
|--|--------|---------|
| Finding or paying for child care ever prevented work or school; Infants & Toddlers (Ages 0 – 2) | 67 | 44% |
| Finding or paying for child care ever prevented work or school; Preschoolers (Age 3 – 5) | 87 | 56% |
| Ever left the workforce because of difficulty finding or paying for child care; Infants & Toddlers (Age 0 – 2) | 30 | 19% |
| Ever left the workforce because of difficulty finding or paying for child care; Preschoolers (Age 3 – 5) | 57 | 31% |
| Finding or paying for child care ever prevented work or school; All Families | 154 | 45% |
| Ever left the workforce because of difficulty finding or paying for child care; All Families | 87 | 25% |

Table A45.
Children in Care 8 or More Hours, Effect of Difficulties with Child Care on Employment or Education, By Residence

| | NUMBER | PERCENT |
|---|--------|---------|
| Finding or paying for Child Care ever prevented work or school; Urban Core | 40 | 49% |
| Finding or paying for Child Care ever prevented work or school; Rest of the State | 114 | 43% |
| Ever left the workforce because of difficulty finding or paying for Child Care; Urban Core | 20 | 24% |
| Ever left the workforce because of difficulty finding or paying for Child Care; Rest of the State | 67 | 25% |
| Finding or paying for Child Care ever prevented work or school; All Children | 154 | 45% |
| Ever left the workforce because of difficulty finding or paying for Child Care; All Children | 87 | 25% |

Table A46.
Children in Care 8 or More Hours, Effect of Difficulties with Child Care on Employment or Education, By Race and Ethnicity

| | NUMBER | PERCENT |
|---|--------|---------|
| Finding or Paying for Child Care ever prevented work or school; Hispanic | 174 | 44% |
| Ever left the workforce because of difficulty finding or paying for Child Care; Hispanic | 111 | 28% |
| Finding or Paying for Child Care ever prevented work or school; All Other Races | 23 | 41% |
| Ever left the workforce because of difficulty finding or paying for Child Care; All Other Races | 17 | 30% |
| Finding or Paying for Child Care ever prevented work or school; White | 29 | 40% |
| Ever left the workforce because of difficulty finding or paying for Child Care; White | 26 | 36% |
| Finding or Paying for Child Care ever prevented work or school; All Children | 55 | 47% |
| Ever left the workforce because of difficulty finding or paying for Child Care; All Children | 109 | 38% |

Table A47.
Children in Care 8 or More Hours, Effect of Difficulties with Child Care on Employment or Education, By Household Income (FPL)

| | NUMBER | PERCENT |
|--|--------|---------|
| Finding or Paying for Child Care ever prevented work or school; Under 100% FPL | 18 | 60% |
| Finding or Paying for Child Care ever prevented work or school; 100% to 200% FPL | 24 | 52% |
| Finding or Paying for Child Care ever prevented work or school; 200% to 300% FPL | 19 | 46% |
| Finding or Paying for Child Care ever prevented work or school; 300% to 400% FPL | 25 | 44% |
| Finding or Paying for Child Care ever prevented work or school; More than 400% FPL | 68 | 40% |
| Finding or Paying for Child Care ever prevented work or school; All Children | 154 | 45% |

| | | |
|--|----|-----|
| Ever left the workforce because of difficulty finding or paying for Child Care; Under 100% FPL | 17 | 57% |
| Ever left the workforce because of difficulty finding or paying for Child Care; 100% to 200% FPL | 17 | 37% |
| Ever left the workforce because of difficulty finding or paying for Child Care; 200% to 300% FPL | 15 | 37% |
| Ever left the workforce because of difficulty finding or paying for Child Care; 300% to 400% FPL | 13 | 23% |
| Ever left the workforce because of difficulty finding or paying for Child Care; More than 400% FPL | 25 | 15% |
| Ever left the workforce because of difficulty finding or paying for Child Care; All Children | 87 | 25% |

Table A48.
Children in Care for 8 or More Hours, Characteristics of Quality Early Learning Programs, Statewide

| | NUMBER | PERCENT |
|---|--------|---------|
| Clear Curriculum and Assess Children's Learning. | 261 | 72% |
| Continues to Evaluate their own quality and seeks to improve. | 226 | 62% |
| Prioritizes health and safety. | 222 | 61% |
| Meaningfully Engage Families. | 212 | 58% |
| Small Class Sizes. | 199 | 55% |
| Prioritizes including Children with D/SMN | 165 | 45% |
| Staff has a bachelor's degree. | 128 | 35% |
| Higher BrightStars rating. | 124 | 34% |

Table A49.
Children in Care for 8 or More Hours, Characteristics of Quality Early Learning Programs, By Age of Child

| | NUMBER | PERCENT |
|--|--------|---------|
| Clear Curriculum and Assess Children's Learning; Infants & Toddlers (Age 0-2) | 122 | 76% |
| Clear Curriculum and Assess Children's Learning; Preschoolers (Age 3-5) | 139 | 75% |
| Clear Curriculum and Assess Children's Learning; Statewide | 261 | 75% |
| Continues to Evaluate their own quality and seeks to improve; Infants & Toddlers (Age 0-2) | 108 | 67% |
| Continues to Evaluate their own quality and seeks to improve; Preschoolers (Age 3-5) | 118 | 64% |
| Continues to Evaluate their own quality and seeks to improve; Statewide | 226 | 65% |
| Prioritizes health and safety; Infants & Toddlers (Age 0-2) | 105 | 65% |
| Prioritizes health and safety; Preschoolers (Age 3-5) | 117 | 63% |
| Prioritizes health and safety; Statewide | 222 | 64% |
| Meaningfully Engage Families; Infants & Toddlers (Age 0-2) | 99 | 61% |
| Meaningfully Engage Families; Preschoolers (Age 3-5) | 113 | 61% |
| Meaningfully Engage Families; Statewide | 212 | 61% |
| Small Class Sizes; Infants & Toddlers (Age 0-2) | 97 | 60% |
| Small Class Sizes; Preschoolers (Age 3-5) | 102 | 55% |
| Small Class Sizes; Statewide | 199 | 58% |

| | | |
|---|-----|-----|
| Prioritizes including Children with D/SMN; Infants & Toddlers (Age 0-2) | 77 | 48% |
| Prioritizes including Children with D/SMN; Preschoolers (Age 3-5) | 88 | 48% |
| Prioritizes including Children with D/SMN; Statewide | 165 | 48% |
| Staff has a bachelor's degree; Infants & Toddlers (Age 0-2) | 62 | 39% |
| Staff has a bachelor's degree; Preschoolers (Age 3-5) | 66 | 36% |
| Staff has a bachelor's degree; Statewide | 128 | 37% |
| Higher BrightStars rating; Infants & Toddlers (Age 0-2) | 59 | 37% |
| Higher BrightStars rating; Preschoolers (Age 3-5) | 65 | 35% |
| Higher BrightStars rating; Statewide | 124 | 36% |

Table A50.
Children in Care for 8 or More Hours, Characteristics of Quality
Early Learning Programs, By Residence

| | NUMBER | PERCENT |
|---|--------|---------|
| Clear Curriculum and Assess Children's Learning; Urban Core | 54 | 66% |
| Clear Curriculum and Assess Children's Learning; rest of the state | 206 | 78% |
| Clear Curriculum and Assess Children's Learning; Statewide | 261 | 75% |
| Continues to Evaluate their own quality and seeks to improve; Urban Core | 46 | 56% |
| Continues to Evaluate their own quality and seeks to improve; rest of the state | 180 | 68% |
| Continues to Evaluate their own quality and seeks to improve; Statewide | 226 | 65% |
| Prioritizes health and safety; Urban Core | 53 | 65% |
| Prioritizes health and safety; rest of the state | 168 | 64% |
| Prioritizes health and safety; Statewide | 222 | 64% |
| Meaningfully Engage Families; Urban Core | 42 | 51% |
| Meaningfully Engage Families; rest of the state | 169 | 64% |
| Meaningfully Engage Families; Statewide | 212 | 61% |
| Small Class Sizes; Urban Core | 42 | 51% |
| Small Class Sizes; rest of the state | 157 | 60% |
| Small Class Sizes; Statewide | 199 | 58% |
| Prioritizes including Children with D/SMN; Urban Core | 36 | 44% |
| Prioritizes including Children with D/SMN; rest of the state | 128 | 49% |
| Prioritizes including Children with D/SMN; Statewide | 165 | 48% |
| Staff has a bachelor's degree; Urban Core | 27 | 33% |
| Staff has a bachelor's degree; rest of the state | 101 | 38% |
| Staff has a bachelor's degree; Statewide | 128 | 37% |
| Higher BrightStars rating; Urban Core | 27 | 33% |
| Higher BrightStars rating; rest of the state | 97 | 37% |
| Higher BrightStars rating; Statewide | 124 | 36% |

Table A51.
Children in Care for 8 or More Hours, Characteristics of Quality Early Learning Programs, By Household Income (FPL)

| | NUMBER | PERCENT |
|--|--------|---------|
| Clear Curriculum and Assess Children's Learning; Less than 100% FPL | 17 | 57% |
| Clear Curriculum and Assess Children's Learning; 100% to 200% FPL | 30 | 65% |
| Clear Curriculum and Assess Children's Learning; 200% to 300% FPL | 30 | 73% |
| Clear Curriculum and Assess Children's Learning; 300% to 400% FPL | 46 | 81% |
| Clear Curriculum and Assess Children's Learning; 400%+ FPL | 138 | 80% |
| Clear Curriculum and Assess Children's Learning; Statewide | 261 | 75% |
| Continues to Evaluate their own quality and seeks to improve; Less than 100% FPL | 17 | 57% |
| Continues to Evaluate their own quality and seeks to improve; 100% to 200% FPL | 27 | 59% |
| Continues to Evaluate their own quality and seeks to improve; 200% to 300% FPL | 19 | 46% |
| Continues to Evaluate their own quality and seeks to improve; 300% to 400% FPL | 44 | 77% |
| Continues to Evaluate their own quality and seeks to improve; 400%+ FPL | 119 | 69% |
| Continues to Evaluate their own quality and seeks to improve; Statewide | 44 | 13% |
| Prioritizes health and safety; Less than 100% FPL | 21 | 70% |
| Prioritizes health and safety; 100% to 200% FPL | 28 | 61% |
| Prioritizes health and safety; 200% to 300% FPL | 22 | 54% |
| Prioritizes health and safety; 300% to 400% FPL | 36 | 63% |
| Prioritizes health and safety; 400%+ FPL | 115 | 67% |
| Prioritizes health and safety; Statewide | 222 | 64% |
| Meaningfully Engage Families; Less than 100% FPL | 16 | 53% |
| Meaningfully Engage Families; 100% to 200% FPL | 23 | 50% |
| Meaningfully Engage Families; 200% to 300% FPL | 25 | 61% |
| Meaningfully Engage Families; 300% to 400% FPL | 37 | 65% |
| Meaningfully Engage Families; 400%+ FPL | 111 | 65% |
| Meaningfully Engage Families; Statewide | 212 | 61% |
| Small Class Sizes; Less than 100% FPL | 12 | 40% |
| Small Class Sizes; 100% to 200% FPL | 21 | 46% |
| Small Class Sizes; 200% to 300% FPL | 23 | 56% |
| Small Class Sizes; 300% to 400% FPL | 37 | 65% |
| Small Class Sizes; 400%+ FPL | 106 | 62% |
| Small Class Sizes; Statewide | 199 | 58% |
| Prioritizes including Children with D/SMN; Less than 100% FPL | 15 | 50% |
| Prioritizes including Children with D/SMN; 100% to 200% FPL | 22 | 48% |
| Prioritizes including Children with D/SMN; 200% to 300% FPL | 18 | 44% |
| Prioritizes including Children with D/SMN; 300% to 400% FPL | 27 | 47% |
| Prioritizes including Children with D/SMN; 400%+ FPL | 83 | 48% |
| Prioritizes including Children with D/SMN; Statewide | 165 | 48% |
| Staff has a bachelor's degree; Less than 100% FPL | 12 | 40% |
| Staff has a bachelor's degree; 100% to 200% FPL | | |

| | | |
|---|-----|-----|
| Staff has a bachelor's degree; 200% to 300% FPL | 15 | 37% |
| Staff has a bachelor's degree; 300% to 400% FPL | 21 | 37% |
| Staff has a bachelor's degree; 400%+ FPL | 74 | 43% |
| Staff has a bachelor's degree; Statewide | 128 | 37% |
| Higher BrightStars rating; Less than 100% FPL | 15 | 50% |
| Higher BrightStars rating; 100% to 200% FPL | | |
| Higher BrightStars rating; 200% to 300% FPL | | |
| Higher BrightStars rating; 300% to 400% FPL | 23 | 40% |
| Higher BrightStars rating; 400%+ FPL | 68 | 40% |
| Higher BrightStars rating; Statewide | 124 | 36% |

Table A52.
Children in Care for 8 or More Hours, Characteristics of Quality Early Learning Programs, By Race & Ethnicity

| | NUMBER | PERCENT |
|---|--------|---------|
| Clear Curriculum and Assess Children's Learning; Hispanic | 46 | 65% |
| Clear Curriculum and Assess Children's Learning; All Other Races | 29 | 78% |
| Clear Curriculum and Assess Children's Learning; White | 186 | 78% |
| Clear Curriculum and Assess Children's Learning; Statewide | 261 | 75% |
| Continues to Evaluate their own quality and seeks to improve; Hispanic | 46 | 65% |
| Continues to Evaluate their own quality and seeks to improve; All Other Races | 26 | 70% |
| Continues to Evaluate their own quality and seeks to improve; White | 154 | 65% |
| Continues to Evaluate their own quality and seeks to improve; Statewide | 226 | 65% |
| Prioritizes health and safety; Hispanic | 49 | 69% |
| Prioritizes health and safety; All Other Races | 25 | 68% |
| Prioritizes health and safety; White | 148 | 62% |
| Prioritizes health and safety; Statewide | 222 | 64% |
| Meaningfully Engage Families; Hispanic | 44 | 62% |
| Meaningfully Engage Families; All Other Races | 20 | 54% |
| Meaningfully Engage Families; White | 148 | 62% |
| Meaningfully Engage Families; Statewide | 212 | 61% |
| Small Class Sizes; Hispanic | 42 | 59% |
| Small Class Sizes; All Other Races | 22 | 59% |
| Small Class Sizes; White | 135 | 57% |
| Small Class Sizes; Statewide | 199 | 58% |
| Prioritizes including Children with D/SMN; Hispanic | 32 | 45% |
| Prioritizes including Children with D/SMN; All Other Races | 18 | 49% |
| Prioritizes including Children with D/SMN; White | 115 | 48% |
| Prioritizes including Children with D/SMN; Statewide | 165 | 48% |
| Staff has a bachelor's degree; Hispanic | 25 | 35% |
| Staff has a bachelor's degree; All Other Races | 14 | 38% |
| Staff has a bachelor's degree; White | 89 | 37% |

| | | |
|--|-----|-----|
| Staff has a bachelor's degree; Statewide | 128 | 37% |
| Higher BrightStars rating; Hispanic | 23 | 32% |
| Higher BrightStars rating; All Other Races | 16 | 43% |
| Higher BrightStars rating; White | 85 | 36% |
| Higher BrightStars rating; Statewide | 124 | 36% |

A – 5. CHILD CARE FOR CHILDREN WITH DISABILITIES AND/OR SPECIAL MEDICAL NEEDS

Table A53.

Children with Disabilities and/or Special Medical Needs, By Age of Child

| | NUMBER | PERCENT |
|---|--------|---------|
| Children with Special Needs; Infants and Toddlers (Age 0 – 2) | 27 | 42% |
| Children with Special Needs; Preschoolers (Age 3 – 5) | 38 | 58% |
| All Other Children; Infants and Toddlers (Age 0 – 2) | 247 | 52% |
| All Other Children; Preschoolers (Age 3 – 5) | 227 | 48% |

Table A54.

Children with Disabilities and/or Special Medical Needs, Number of Children in Household

| | NUMBER | PERCENT |
|--|--------|---------|
| Children with D/SMN; One Child | 45 | 69% |
| Children with D/SMN; More than One Child | 20 | 31% |
| All Other Children; One Child | 271 | 59% |
| All Other Children, More than One Child | 190 | 41% |
| Did Not Answer | 13 | N/A |

Table A55.

Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, Statewide

| | NUMBER | PERCENT |
|--|--------|---------|
| Children with D/SMN; Child Care for 8 or More Hours per Week | 40 | 62% |
| All Other Children; Child Care for 8 or More Hours per Week | 306 | 65% |

Table A56.

Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, By Age of Child

| | NUMBER | PERCENT |
|---|--------|---------|
| Children with D/SMN; Infants and Toddlers (Age 0 – 2) | 16 | 40% |
| Children with D/SMN; Preschoolers (Age 3 – 5) | 24 | 60% |
| All Other Children; Infants and Toddlers (Age 0 – 2) | 144 | 47% |
| All Other Children; Preschoolers (Age 3 – 5) | 158 | 53% |
| Did Not Answer | 4 | N/A |

Table A57.
Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, By Gender

| | NUMBER | PERCENT |
|-----------------------------|--------|---------|
| Children with D/SMN; Female | 13 | 33% |
| Children with D/SMN; Male | 25 | 63% |
| All Other Children; Female | 152 | 50% |
| All Other Children; Male | 142 | 46% |
| Did Not Answer | 12 | 4% |

Table A58.
Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, By Race and Ethnicity

| | NUMBER | PERCENT |
|---|--------|---------|
| Children with D/SMN; Hispanic | 12 | 30% |
| Children with D/SMN; All Races Non-Hispanic | 28 | 70% |
| All Other Children; Hispanic | 59 | 19% |
| All Other Children; All Races Non-Hispanic | 247 | 81% |

Table A59.
Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, By Household Income (FPL)

| | NUMBER | PERCENT |
|--------------------------------------|--------|---------|
| Children with D/SMN; Under 400% FPL | 26 | 65% |
| Children with D/SMN; Over 400% FPL | 14 | 35% |
| All Other Children; Under 139% FPL | 40 | 13% |
| All Other Children; 139% to 400% FPL | 158 | 52% |
| All Other Children; Over 400% FPL | 108 | 35% |

Table A60.
Children in Care 8 or More Hours, Child Care for Children with Disabilities and/or Special Medical Needs, By Employment

| | NUMBER | PERCENT |
|--|--------|---------|
| Children with D/SMN; A Caregiver works full time | * | 78% |
| All Other Children; A Caregiver works full time | 268 | 88% |

Table A61.
Children in Care 8 or More Hours, Child with Disabilities and/or Special Medical Needs, Care Setting

| | NUMBER | PERCENT |
|---|--------|---------|
| Children with D/SMN; A Licensed child care center, preschool, or Head Start Program | 20 | 50% |
| Children with D/SMN; Their Own Home or Other Location | 20 | 50% |
| All Other Children; A Licensed child care center, preschool, or Head Start Program | 168 | 55% |
| All Other Children; Their Own Home or Other Location | 138 | 45% |

Table A62.
Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, Number of Early Childhood Program Services Participated In

| | NUMBER | PERCENT |
|---|--------|---------|
| Children with D/SMN; Participated in at least one service | 16 | 40% |
| Children with D/SMN; Did Not Participate in services | 24 | 60% |
| All Other Children; Participated in at least one service | 91 | 30% |
| All Other Children; Did Not Participate in services | 215 | 70% |

Table A63.
Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, Early Childhood Program Services Participated In

| | NUMBER | PERCENT |
|---|--------|---------|
| Children with D/SMN; Early Intervention | 21 | 53% |
| All Other Children; Early Intervention | 41 | 13% |

Table A64.
Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, Satisfaction with Care (Hours and Days)

| | NUMBER | PERCENT |
|--|--------|---------|
| Children with D/SMN; Satisfied with Hours per Week | 36 | 90% |
| Children with D/SMN; Satisfied with Days per Week | 37 | 93% |
| All Other Children; Satisfied with Hours per Week | 278 | 91% |
| All Other Children; Satisfied with Days per week | 284 | 93% |

Table A65.
Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, Desired Changes to Child Care Arrangement, Other than Cost

| | NUMBER | PERCENT |
|---|--------|---------|
| Children with D/SMN; Better quality care. | 11 | 28% |
| All Other Children; Better quality care. | 43 | 14% |

Table A66.
Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, Barriers to Finding Child Care

| | NUMBER | PERCENT |
|--|--------|---------|
| Children with D/SMN; Any Barriers to Care | 24 | 60% |
| Children with Special Needs; No Barriers to Care | 16 | 40% |
| All Other Children; Any Barriers to Care | 107 | 35% |
| All Other Children; No Barriers to Care | 199 | 65% |

Table A67.
Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, Top Challenges to Finding Child Care

| | NUMBER | PERCENT |
|--|--------|---------|
| Children with D/SMN; Finding affordable care. | 15 | 38% |
| All Other Children; Finding affordable care. | 60 | 20% |
| Children with D/SMN; Finding care in a location that is convenient for me. | 13 | 33% |
| All Other Children; Finding care in a location that is convenient for me. | 50 | 16% |

Table A68.
Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, Effect of Difficulties with Child Care on Employment or Education

| | NUMBER | PERCENT |
|--|--------|---------|
| Children with D/SMN; Limited ability to work or go to school | 24 | 60% |
| Children with D/SMN; Did not limit ability to work or go to school | 16 | 40% |
| All Other Children; Limited ability to work or go to school | 130 | 42% |
| All Other Children; Did not limit ability to work or go to school | 176 | 58% |

Table A69.
Children in Care 8 or More Hours, Children with Disabilities and/or Special Medical Needs, Left the Workforce Due to Child Care Difficulty

| | NUMBER | PERCENT |
|---|--------|---------|
| Children with D/SMN; Family member left workforce | 15 | 38% |
| Children with D/SMN; Did not affect work | 25 | 63% |
| All Other Children; Family member left workforce | 72 | 24% |
| All Other Children; Did not affect work | 234 | 76% |

A – 6. CHILDREN IN THE CHILD WELFARE SYSTEM

Table A70.
Children in the Child Welfare System, Statewide

| | NUMBER | PERCENT |
|--------------------------------------|--------|---------|
| Children in the Child Welfare System | 30 | 6% |
| All Other Children | 509 | 94% |

Table A71.
Children in Care 8 or More Hours, Children in the Child Welfare System, Statewide

| | NUMBER | PERCENT |
|---|--------|---------|
| Children in the Child Welfare System; 8 or More Hours of Care | 19 | 63% |
| All Other Children; 8 or More Hours of Care | 325 | 64% |

A – 7. CHILDREN ASKED TO LEAVE CARE

Table A72.
Children in Care 8 or More Hours, Children asked to ‘take a break’ from Care, Statewide

| | NUMBER | PERCENT |
|--|--------|---------|
| Children asked to ‘take a break’ from Care | 24 | 7% |
| Children not asked to ‘take a break’ from Care | 322 | 93% |

Table A73.
Children in Care 8 or More Hours, Children asked to ‘take a break’ from Care, By Race and Ethnicity

| | NUMBER | PERCENT |
|--|--------|---------|
| Children asked to ‘take a break’ from Care; Hispanic | 11 | 7% |
| Children asked to ‘take a break’ from Care; All Races Non-Hispanic | 13 | 9% |
| Children not asked to ‘take a break’ from Care; Hispanic | 60 | 93% |
| Children not asked to ‘take a break’ from Care; All Races Non-Hispanic | 259 | 91% |



Appendix B: Questionnaire

I. INTRODUCTION

NOTE: Since this survey relies on a panel they will have been screened to be eligible prior to actually linking to the survey.

INTRO

Thank you for participating in this important study.

We are asking parents of young children to provide feedback on their experiences with child care and child services. Your input is critical to help the state improve services available to children.

If you have questions or would like to find out more about the study, please contact the study director, Dr. Brian Robertson at brianr@marketdecisions.com

Click on the arrow below to begin the survey. As you take the survey, please respond by checking the appropriate bubble or box or by writing in the space provided. Clicking the arrow to the right will take you to the next survey question.

Again, thank you for taking the time to complete this survey.

SCRN

For this survey we are looking to speak with people with

A child under age five in the household

A child that is age five but not yet enrolled in kindergarten

AND

Can answer questions about the child care and child services received by the child or children

YES! There is a child or children AND I CAN answer questions about child care and child services

NO! There is not child or children or I CANNOT answer questions about child care and child services (TERMINATE)

VIII. II. Household Level Information

Q00

First we need to know a little about your household.

HQ01

In what Rhode Island County is your home located?

- 1 Bristol
- 2 Kent
- 3 Newport
- 4 Providence
- 5 Washington

HH02

What is your zip code?

ENTER ZIP CODE

HHCOMP

Including yourself, how many people are in your household? This includes family members, room-mates and anyone else who lives there most of the year.

PROGRAMMING: IF 9 OR MORE: For this survey we will gather data on only eight household members. Please include among these eight household members all children.

HHCMP1 (ROSTER)

To help you to answer the questions if you could enter the first names or some other way to identify the other members of your family.; Any label is fine. This information will not be shared.

IX.
III. Person Level Demographics
(ASKED ABOUT EACH HOUSEHOLD MEMBER)

DEMO1

Next, I am going to ask a few questions about each member in your household, starting with you.

ASK OF ALL BUT RESPONDENT

FAM1 (ROSTER)

ANSWER THESE QUESTIONS ABOUT PERSON

What is PERSON's relationship to you?

- 11 Husband (spouse)
- 12 Wife (spouse)
- 13 Domestic partner
- 14 Child, Son or Daughter
- 15 Stepchild
- 16 Foster Child
- 25 Other Relative
- 26 Non Relative/Cohabitee, room-mate, or renter
- 98 I am not sure

GEND (ROSTER)

What sex were you assigned at birth

What sex was PERSON assigned at birth?

- 1 Male
- 2 Female
- 8 Prefer not to answer

TGEND (ROSTER)

What is your gender identity?

What is PERSON's gender identity?

(READ RESPONSES)

- 1 Male
- 2 Female
- 3 Transgender female-to-male
- 4 Transgender male-to-female
- 5 Genderqueer
- 7 Something else? (SPECIFY)
- 8 Prefer not to answer

AGE1 (ROSTER)

What is your age?

What is PERSON's age?

ENTER AGE

ASK IF AGE 5

KINDER (ROSTER)

Is PERSON currently enrolled in Kindergarten?

- 1 Yes
- 2 No

ASK OF THOSE 17 AND OLDER

EDU (ROSTER)

What was the highest grade in school that you have completed?

What was the highest grade in school that PERSON has completed?

- 10 Less than high school
- 11 High school or GED
- 12 Some college, junior college
- 13 Associate's degree or technical degree
- 14 Bachelor's degree (four year college)
- 15 Graduate degree (Masters/MA, MS)
- 16 Graduate degree (PhD, JD, MD)
- 98 Prefer not to answer

ETHN (ROSTER)

Are you...

Is PERSON....

- 1 Mexican, Mexican American, Chicano/a
- 2 Puerto Rican
- 3 Cuban
- 4 Mixteco or Mayan
- 5 Another Hispanic, Latino, or Spanish origin
- 7 Not of Hispanic or Latino Origin
- 8 Prefer not to answer

RACE (ROSTER)

Which of the following would you say is your race?

Which of the following would you say is PERSON's race?

(SELECT ALL THAT APPLY)

- 10 White
- 11 Black or African American
- 12 Asian
- 13 Native Hawaiian or other Pacific Islander
- 14 American Indian, Alaska Native
- 95 Some other race (specify)
- 98 Prefer not to answer

ASK OF THOSE ANSWERING "ASIAN" TO RACE...

RACE2 (ROSTER)

Which specific Asian race?

- 1 Asian Indian
- 2 Chinese
- 3 Filipino
- 4 Japanese
- 5 Korean
- 6 Vietnamese,
- 7 Other Asian
- 8 Prefer not to answer

ASK OF THOSE ANSWERING "PACIFIC ISLANDER" TO RACE...

RACE3 (ROSTER)

Is that Native Hawaiian or other Pacific Islander?

(SEELECT ANSWER)

- 1 Native Hawaiian
- 2 Guamanian or Chamorro
- 3 Samoan
- 4 Other Pacific Islander
- 8 Prefer not to answer

ASK OF THOSE INDICATING MORE THAN ONE RACE IN RACE

RACE1 (ROSTER)

Which one of these groups would you say best represents your race?

Which one of these groups would you say best represents PERSONS's race?

- 10 White
- 11 Black or African American
- 12 Asian
- 13 Native Hawaiian or other Pacific Islander
- 14 American Indian, Alaska Native
- 95 Some other race (specify)
- 98 Prefer not to answer

D8 (ROSTER)

Do you speak a language other than English at home?

Does PERSON speak a language other than English at home?

- 1 Yes
- 2 No
- 8 Prefer not to answer

Ask of those who speak a language other than English at home...

D8A (ROSTER)

What is this language?

ENTER LANGUAGE

PROGRAMMING CHECK: VERIFY THAT FAMILY INCLUDES CHILD

< 5 or 5 but not enrolled in Kindergarten.

TERMINATE: Thank you for your time but we are looking for household with one or more children under age five or age five but not yet enrolled in Kindergarten.

X. Child Care and Child Services Supplemental Survey

ASK IF ANY CHILD IS < 5 OR AGE 5 AND NOT IN KINDERGARTEN

SERV01

These next questions are about childcare and early learning programs for families and children.

Please select all of the following programs in which you or others in your household ever participated.

- 10 Head Start
- 11 Early Head Start
- 12 DHS Child Care Assistance Program (CCAP)
- 13 Early Intervention
- 14 Early Childhood Special Education Services through a school district
- 15 Rhode Island Pre-Kindergarten Program (RI Pre-K)
- 16 Family Home Visiting
- 97 None of these

ASK SERV02 TO CHCARE14 ABOUT EACH CHILD < 5 OR AGE 5 AND NOT IN KINDERGARTEN

SERV02 (ROSTER)

These next questions are about PERSON

SERV04 (ROSTER)

Does PERSON have any special developmental or medical needs?

- 1 Yes
- 2 No
- 8 Prefer not to answer

ASK IF YES TO SERV04

SERV05 (ROSTER)

Does PERSON have or ever had an Individualized Family Service Plan (IFSP) or an Individualized Education Program (IEP)?

- 1 Yes
- 2 No
- 8 Prefer not to answer

SERV06 (ROSTER)

Is PERSON in kinship or foster care?

- 1 Yes
- 2 No
- 8 Prefer not to answer

CHCARE02 (ROSTER)

Is PERSON being cared for in any regular child care arrangement, such as a child care center, a licensed family child care home, a babysitter, or with a relative for eight hours a week or more?

If so, in which one place was PERSON cared for the most?

- 10 Their own home
- 11 A relative's home
- 12 A licensed child care center, preschool, or Head Start program
- 13 A licensed family child care home, or
- 14 Some other private home)
- 95 Some other place (SPECIFY)
- 97 None of these, child not in regular care arrangement

ASK IF CHCARE02 IS NOT NONE OF THESE, DK, REF

CHCARE10 (ROSTER)

In a typical week, how many days per week is PERSON in this childcare arrangement?

ENTER DAYS:

ASK IF CHCARE10 IS 1 TO 7 DAYS

Q:CHCARE11 (ROSTER)

Does the number of days PERSON is typically in this childcare arrangement meet needs for childcare?

- 1 Yes
- 2 No

ASK IF CHCARE02 IS NOT NONE OF THESE, DK, REF

CHCARE12 (ROSTER)

In a typical week, how many hours per week is PERSON in this setting?

ENTER NUMBER OF HOURS:

ASK IF CHCARE12 IS 1 TO 97 HOURS

Q:CHCARE13 (ROSTER)

Does the number of hours PERSON is typically in this childcare arrangement meet needs for childcare?

- 1 Yes
- 2 No

ASK IF CHCARE02 IS NOT NONE OF THESE, DK, REF

CHCARE14 (ROSTER)

On average, about how much does your household pay per week for childcare for PERSON?

ENTER NUMBER OF DOLLARS:

CHCARE15

Now think about all the children in your household
Was it difficult for you to find childcare for the (child/children) in the household?

- 1 Yes
- 2 No
- 8 Prefer not to answer

ASK IF YES TO CHCARE15

CHCARE16

What aspects of finding childcare for the child/children in your household made it difficult?

SELECT ALL THAT APPLY

- 10 Finding affordable care
- 11 Finding care in a location that is convenient for me
- 12 Finding high-quality care
- 13 Finding care at the times that I need
- 14 Finding a provider who represented my child's culture and ethnicity
- 15 Finding a provider who spoke our home language
- 16 Finding a provider with capacity in their program for my child
- 17 Finding a provider who was well-qualified in terms of experience or education
- 18 Finding the type of child care setting i wanted (e.g. center, home-based, nanny, etc)
- 19 Finding a provider who could support child's needs related to a physical or other disability
- 20 Finding a provider who can meet developmental or behavioral health needs
- 95 Some other reason (specify)
- 97 None of these

CHCARE06

Has finding or paying for childcare ever kept you or another family member from working or attending school?

- 1 Yes
- 2 No

CHCARE17

Have you or a member of your household ever left the workforce because of difficulty in finding or paying for childcare?

- 1 Yes
- 2 No

CHCARE18

Other than cost, if you could change things about this child's current childcare arrangements, what would it be?

SELECT ALL THAT APPLY

- 10 More convenient location
- 11 More convenient pick-up and drop off
- 12 Better quality care
- 13 Provider who better represented my child's culture, language or ethnicity
- 14 Different type of setting or facility
- 15 Different available hours, such as before and after care, and weekend care
- 16 Provider who is willing and/or able to meet my child's unique learning needs
- 17 Provider who better supported my child's behavioral need
- 18 Provider who offers transportation
- 95 Some other change (specify)
- 97 None of these

CHCARE19

If there were no barriers in terms of availability and affordability and you could choose to have you child/children in any type of care, what type of care would you be your top choice?

- 1 Care in your child's own home by a friend, relative, neighbor or nanny
- 2 Care in a relative's home by a friend, relative, neighbor or nanny
- 3 Care in a licensed child care center, preschool, or Head Start program
- 4 Care in a licensed family child care home, or
- 5 Some other place (SPECIFY)
- 7 None of these

CHCARE20

Excluding the times that your child/children was/were sick or quarantined, have you ever been asked by a childcare provider to come pick up your child or told that your child might need to "take a break" and leave care either temporarily or permanently, such as a suspension or expulsion?

- 1 Yes
- 2 No
- 8 Prefer not to answer

ASK IF YES TO CHCARE20

CHCARE21

How many times has this happened?

ENTER NUMBER OF TIMES:

ASK IF YES TO CHCARE20

Q:CHCARE22

What was the reason given for your child being asked to leave care?

SELECT ALL THAT APPLY

- 1 Provider could not manage child's behavior towards other children or adults
- 2 Provider could not meet child's health or physical care needs
- 3 Provider could not meet child's developmental needs
- 4 Provider was not able to adjust to support child's emotions, crying, or separation anxiety
- 5 Provider required child to be toilet trained, but child was not yet toilet trained
- 6 Some other reason (SPECIFY)
- 7 None of these
- 8 Prefer not to answer

SERV07

I'd like your thoughts on early childhood learning. In your mind, what does quality early learning mean to you?

SELECT ALL THAT APPLY

- 10 The program has a higher BrightStars rating
- 11 The program staff have a bachelor's degree
- 12 The program has a clear curriculum and assesses children's learning
- 13 The program has small class sizes
- 14 The program prioritizes health and safety
- 15 The program prioritizes including children with disabilities
- 16 The program meaningfully engages families
- 17 The program continues to evaluate their own quality and seeks to improve
- 18 Something else (SPECIFY)
- 97 None of these

XI. Insurance Coverage and Health Care

INS01

The next questions are about health insurance and health care.

INS02 (ROSTER)

Are you covered by any of the following types of health insurance?

Is PERSON covered by any of the following types of health insurance?

SELECT ALL THAT APPLY

- 30 Private health insurance through an employer
- 31 Private health insurance purchased directly
- 11 Medicare
- 12 RIte Care or Medicaid
- 16 Military, Veterans, or TRICARE

18 Health insurance through HealthSource RI, the state health Exchange

95 Some other type of insurance (SPECIFY)

97 Does not have any type of health insurance

INSD01

Please select all household members that are now covered by an insurance plan that pays for routine dental care, such as cleanings and fillings

LIST OF HH MEMBERS

97 No one in in the household has dental insurance coverage

DOCV17

During the past 12 month did anyone in the household receive mental health care or counseling?

If yes, please select all household members receiving mental health care or counseling.

LIST OF HH MEMBERS

97 No one in in the household received mental health care or counseling

HCB04

During the past 12 months was there any time anyone in the household needed mental health care or counseling but didn't get it because they could not afford it?

If yes, please select all household members that did not get needed mental health care or counseling.

LIST OF HH MEMBERS

97 No one in in the household

MAWD

Does anyone in your household have limitations due to physical, mental or emotional difficulties?

If yes, please select all household members with limitations due to physical, mental or emotional difficulties.

LIST OF HH MEMBERS

97 No one in in the household

XII. VI. Employment and Income

EMPINTO

This last series of questions is about jobs and income

Ask of those 18 and older...

EMPO2 (ROSTER)

What is your employment status?

What is PERSON's employment status?

SELECT ALL THAT APPLY

- 10 Self-employed
- 11 Employed by the military
- 12 Employed by someone else
- 13 An unpaid worker for a family business or firm
- 14 Unemployed and looking for work)
- 16 Retired
- 17 Unable to work due to a disability
- 95 Something else (specify

ASK IF EMPO2 = 10,11,OR 12

EMPO5 (ROSTER)

How many hours per week do you usually work?

How many hours per week does PERSON usually work?

ENTER NUMBNER OF HOURS

INCO3

Which of the following income ranges is closest to your family's 2021 total income from all sources?

- 10 Under \$10,000
- 12 \$10,000 to less than \$20,000
- 13 \$20,000 to less than \$25,000
- 14 \$25,000 to less than \$30,000
- 15 \$30,000 to less than \$35,000

- 16 \$35,000 to less than \$40,000
- 17 \$40,000 to less than \$50,000
- 18 \$50,000 to less than \$60,000
- 19 \$60,000 to less than \$80,000
- 20 \$80,000 to less than \$100,000
- 21 Over \$100,000
- 98 Prefer not to answer

THNX

We have reached the end of our survey. Thank you for taking the time to complete our survey today. Your answers will help us better meet the needs of the state's children.

CLICK TO EXIIT SURVEY

ENDNOTES

ⁱ <https://dhs.ri.gov/media/2816/download?language=en>

ⁱⁱ <https://dhs.ri.gov/sites/g/files/xkgbur426/files/assets/documents/PDG-Narrative.pdf>

ⁱⁱⁱ http://www.kids.ri.gov/cabinet/documents/PDG%20B-5%20Renewal%20Final_RI%20Application.pdf

^{iv} http://www.kids.ri.gov/cabinet/documents/PDG%20B-5%20Renewal%20Final_RI%20Application.pdf

^v <https://www.census.gov/quickfacts/RI>

^{vi} <https://planning.ri.gov/sites/g/files/xkgbur826/files/documents/census/2021/POP-BY-C%26T-2010---2020.pdf>

^{vii} <https://worldpopulationreview.com/states/rhode-island-population>

^{viii} https://www.rikidscount.org/Portals/o/Uploads/Documents/Factbook%202022/fm6798_Factbook2022_web.pdf?ver=2022-05-18-151346-817,page30

^{ix} https://www.rikidscount.org/Portals/o/Uploads/Documents/Factbook%202022/fm6798_Factbook2022_web.pdf?ver=2022-05-18-151346-817,page60

^x RI KidsCount Factbook 2022, page 62, accessed 8/10/22 at https://www.rikidscount.org/Portals/o/Uploads/Documents/Factbook%202022/fm6798_Factbook2022_web.pdf?ver=2022-05-18-151346-817

Glossary

ALL OTHER (RACE)

Racial Category that varies throughout but includes responses from those who identify as Black or African American, Asian, Pacific Islander and Two or More races. The responses for these racial categories were combined into one category called “All Other Races” and explained for each graphic.

DHS

Rhode Island Department of Human Services

EOHHS

Rhode Island Executive Office of Health and Human Services

FPL

Federal Poverty Level. The incomes are set by the U.S. Department of Health and Human Services: <https://aspe.hhs.gov/topics/poverty-economic-mobility/poverty-guidelines>.

TABLE 2

| HOUSEHOLD INCOME (%FPL) FOR RHODE ISLAND FAMILIES, 2022 | | | | | |
|---|----------|----------|----------|----------|-----------|
| Household size | 50% | 100% | 200% | 300% | 400% |
| 2 | \$8,710 | \$17,420 | \$34,840 | \$52,620 | \$69,680 |
| 3 | \$10,980 | \$21,960 | \$43,920 | \$65,880 | \$87,840 |
| 4 | \$13,250 | \$26,500 | \$53,000 | \$79,500 | \$106,000 |
| 5 | \$15,520 | \$31,040 | \$62,080 | \$93,120 | \$124,160 |

Source: Rhode Island EOHHS (<https://eohhs.ri.gov/consumer/fpl-guidelines-and-eligibility-information>)

HIS

Health Insurance Survey

HSRI

Health Source Rhode Island is the state-run exchange. The exchange negotiates directly with payors to establish health and dental insurance plans and enables RI residents to purchase coverage via a marketplace.

MEDICAID

A Joint federal and state program that provides healthcare coverage to some low-income people, families and children, pregnant women, the elderly, and people with disabilities. Rhode Island began its expansion of Medicaid in 2014.

RI EARLY CHILDHOOD SERVICES

State and federally funded programs offered to families through for children under age 5 prior to entering Kindergarten.

| Early Childhood Services | Age Eligibility |
|--|---|
| Early Head Start | Pre-natal – age 3; (end at beginning of Pre-K) |
| Family Home Visiting | Pregnancy - age of 3 |
| Early Intervention | Age Under 3; must have disability/developmental delay |
| DHS Child Care Assistance Program (CCAP) | Any age under 13 |
| Head Start | Age 3 – 4 |
| Early Childhood Special Education Services | Age 3 – 5 (Before Kindergarten) |
| RI Pre-Kindergarten (Pre-K) | Age 4 (by ½) |

HEAD START

Head Start programs are federally funded, free programs designed to improve the school readiness of infants, toddlers and preschool-aged children whose family income is at or below the poverty level, according to the Poverty Guidelines published by the federal government.

Eligibility: Children in foster care, children experiencing homelessness and children from families receiving public assistance, such as Temporary Assistance for Needy Families or Supplemental Security Income, are eligible regardless of income.

Head Start: Head Start programs promote the school readiness of infants, toddlers, and preschool-aged children from low-income families. Services are provided in a variety of settings including centers, family childcare and the own home of children.

Head Start offers preschool to low-income children who are ages 3 and 4 ([link](#)) promoting school readiness for children ages three to five

Early Head Start: Available to the family until the child turns three years old and is ready to transition into Head Start or another pre-K program.

Services to pregnant mothers and families, including prenatal support and follow-up, are also provided by Early Head Start.

FAMILY HOME VISITING

Family Visiting is provided to pregnant women and families with children up to age three. Family Visitors visit anywhere the family would like to meet and connect them family support services and resources.

Family Visitors provide prenatal support and services for infants and toddlers, personalized attention for parents and their children, and tips to support baby development and growth.

EARLY INTERVENTION

Rhode Island’s Early Intervention Program promotes the growth and development of infants and toddlers who have a developmental disability or delay in one or more areas.

Children referred to the Early Intervention Program receive a comprehensive developmental evaluation to determine if they are eligible

Eligibility: Children must be under age 3 and have a developmental disability or delay in one or more areas.

DHS CHILD CARE ASSISTANCE PROGRAM

The Starting Right Child Care Assistance Program (CCAP) program can subsidize the cost of child care for families that are residents of Rhode Island. Families with incomes at or below 180 percent of the federal poverty level (FPL) who meet the requirements for CCAP are eligible to receive full or partial payment for child care expenses when delivered by a CCAP-approved child care provider.

Eligibility:

CCAP is available for children who are US citizens or legal residents and under age 13. The age can be extended to 18 if the child has special needs.

Low-income families who meet income guidelines and are working a minimum of 20 hours per week at or above Rhode Island's minimum wage.

Families participating in training, apprenticeship, internship, on-the-job training, work experience, work immersion sponsored by the Governor's Workforce Board, who need child care to take part in these job readiness/training opportunities.

Families participating in the Rhode Island Works program.

Pregnant/Parenting Teens participating in DHS' Youth Success program

EARLY CHILDHOOD SPECIAL EDUCATION SERVICES Early Childhood Special Education (ECSE) is a federal and state mandated program for young children with developmental delays and disabilities. It refers to the range of special education services that apply specifically to children between the ages of 3 and 5, prior to kindergarten.

Early childhood special education is specially designed instruction, at no cost to the parent, which addresses the unique and individual needs that result from a child's disability.

Eligibility: Children must be referred, evaluated, and determined eligible for services.

Individualized Education Program (IEP): An IEP is a document that describes the individualized education program that has been designed to meet each child's unique needs.

RHODE ISLAND PRE-K

RI Pre-K serves children in select Rhode Island communities who are age 4 by September 1. The preschool program is free and is open to families of all incomes, with priority given to low-income families.

Eligibility: Families with four-year old children living in one of the 17 identified RI Pre-K communities

****There are not enough spaces to serve everyone who is eligible so applications are selected by lottery during the summer before the program starts*

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